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Major Professor Sister M. Gonzaga

First Reader Sister Mary Leo

Second Reader Sister Mary Frances

EDUCATION FOR NEGROES IN NEW ORLEANS
PRIOR TO 1915

BY

MARIE DEJAN

To the
Sisters of the Blessed Sacrament
who labor for the cause of Negro Education
A THESIS

SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF ARTS AND SCIENCES OF XAVIER UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
OF
MASTER OF ARTS
Reverently and gratefully dedicated

Xavier University
New Orleans, Louisiana
1941

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PREFACE

The purpose of this study is to narrate the details of events covering the education of the Negro in New Orleans from the time of slavery to 1918. After the history of the private school movement, a comprehensive description of the origin of the public schools will be given.

To the

Sisters of the Blessed Sacrament

who labor for the cause of Negro Education

this humble memorial

is

reverently and affectionately dedicated

1918 by Mr. E. E. Brown of Vassar University. Mr. Brown divides his study into the periods of the Pre-Civil War, Civil War, Reconstruction, and Early Nineteen Hundreds. His study is rather comprehensive because he discusses the administration and supervision of the State schools, types of schools, expenditures, the curriculum, certification of teachers and school buildings.

In another study, "Education in the South

PREFACE

The purpose of this study is to narrate the details of events covering the education of the Negro in New Orleans from the time of slavery to 1915. After the history of the private school movement, a comprehensive description of the origin of the public schools will be given.

Previous to this date, there have been no complete studies made of Negro education in New Orleans. There have been few studies published on Negro education in general. One deals with "Education of Negroes in Louisiana" compiled in 1935 by Mr. R. E. Brown of Fisk University. Mr. Brown divides his study into the periods of the Pre-Civil War, Civil War, Reconstruction, and Early Nineteen Hundreds. His study is rather comprehensive because he discusses the administration and supervision of the State schools, types of schools, expenditures, the curriculum, certification of teachers and school buildings.

In another study, "Education in the South

Prior to 1861", by Carter G. Woodson, an attempt is made to show how both white and colored teachers have tried to aid the Negro in his struggle for an education. Dr. Woodson shows that education is a right belonging to men and that men learn in spite of all opposition.

This study divides itself into three chapters. Chapter I gives a brief survey of the efforts made by early missionaries and religious orders of women to educate Negroes; chapter II is devoted to the history of Negro Education sponsored by church boards, philanthropic societies and individuals, and other interested persons from the close of the Civil War to 1915. Chapter III, covering the same period, is divided into two parts. Part I, extending to the end of the Reconstruction period, 1880, treats of the schools for Negroes founded by the Freedmen's Bureau and the beginning of a system of public instruction for Negroes by the City of New Orleans. Part II traces the further development of the public City schools for Negroes to 1915.

The year 1915 ushered in a new era in educational opportunities for colored people in New Orleans. Hence, it is that the present study is concluded at this point. The writer believes that the period from 1915 to the present would be a fruitful field for a separate investigation.

The sources of information used in this study include records found in the Civil District Court library, records from the annals of religious orders, reports of Parish and State Superintendents, the Cathedral Archives, Minutes of the Meetings of the Orleans Parish School Board, personal interviews with individuals related to teachers who kept private schools or individuals who attended them, and such secondary sources as histories, books, etc.

The writer of this thesis wishes to acknowledge, in the first place, her deep appreciation to her mother for her constant inspiration; to express thanks to the Department of Superintendents of the New Orleans Public Schools for use

of the Minutes of their meetings; to the Librarians of the Howard Memorial Library of Tulane University, Fisk University, Xavier University, and the Civil District Court for the Parish of Orleans, for the use of rare documents; to the following persons who gave information and advice: Rev. G. M. Kramer, Superintendent of the Lutheran Schools of Louisiana, Dr. Joseph M. Nelson, son of the late Medard H. Nelson, Sisters of the Religious Orders of the Holy Family and of Perpetual Adoration, now known as the Sisters of the Most Holy Sacrament; Roger Baudier, for information secured from his book, "The Catholic Church in Louisiana"; Messrs. A. W. Arnaud, George Longe, W. Clark, A. P. Tureaud, and Misses Frances Banks and Victoria Pierson; to Sisters M. Frances and M. Redempta, who left no stone unturned to secure source material, which was difficult of access, owing to the peculiar difficulties attending a race research worker in this City; to members of the Graduate School who read this thesis for their criticisms and suggestions; and to Sister M. Gonzaga, without whose wise

counsel and words of encouragement this work
would not have been realized.

M. D.

TABLE OF CONTENTS

Xavier University
July, 1941

Page

PREFACE

CHAPTER I	From the Founding of New Orleans to the Close of the Civil War	1
CHAPTER II	From the Close of the Civil War to the End of Reconstruction	14
CHAPTER III	From the End of the Reconstruc- tion Period to 1915	
PART I	Freedmen Bureau Schools and the Beginning of the Public Schools for Negroes in New Orleans	45
PART II	Development of City Schools for Negroes to 1915	69
SUMMARY		145
BIBLIOGRAPHY		

CHAPTER I

FROM THE FOUNDING OF NEW ORLEANS TO

THE CLOSE OF THE CIVIL WAR

TABLE OF CONTENTS

(1718 - 1865)

Page

PREFACE

There were few opportunities provided for the

CHAPTER I From the Founding of New Orleans
to the Close of the Civil War 1

CHAPTER II From the Close of the Civil War
to the End of Reconstruction 14

CHAPTER III From the End of the Reconstruc-
tion Period to 1915

PART I Freedmen Bureau Schools and the
Beginning of the Public Schools
for Negroes in New Orleans 45

PART II Development of City Schools
for Negroes to 1915 88

SUMMARY 146

BIBLIOGRAPHY

First among these were the Capuchins, who came to New Orleans in 1722, but who did not begin their work among the natives and Negroes until 1723. Little is actually known

1. Roger Baudier, *The Catholic Church in Louisiana, New Orleans: The Louisiana Catholic History Publishers, 1939, p. 78.*

CHAPTER I

FROM THE FOUNDING OF NEW ORLEANS TO

THE CLOSE OF THE CIVIL WAR

(1718 - 1865)

There were few opportunities provided for the education of Negroes from their advent into this country in 1619, to the period after the Emancipation Proclamation in 1865. Records show that the earliest training they received was secured through the efforts of the religious orders, who greatly endangered their lives to Christianize the poor slaves and savage Indians.

First among these were the Capuchins, an order of ecclesiastics from the Province of Champagne, France, who came to New Orleans in 1722, but who did not begin their work among the natives and Negroes¹ until 1723. Little is actually known

1. Roger Baudier, The Catholic Church in Louisiana, New Orleans: The Louisiana Catholic History Publishers, 1939, p. 76.

of the amount of educational opportunities that they provided, but it is a fact that they gave the Negroes much attention, and missed no opportunity to instruct, baptize, and marry them. From this it may be assumed that the instruction was oral, and more or less of a religious and moral nature. Another group of Fathers who labored to uplift the slaves and improve their conditions was the Jesuits, who for many years had explored the vast new territory; but it was not until 1726, by a treaty made with the Company of the Indies that they were given jurisdiction over the Indians while the Capuchins were to labor among the French settlements. From that time onward, they instructed the slaves of their household and as many others as they could reach from the nearby plantations.

At the time that Father Ignatius de Beaubois made the Treaty of 1726, he also received a large

2. Ibid. p. 76.

3. Albert Hubert Bievers, S. J., The Jesuits in New Orleans and the Mississippi Valley, New Orleans: Hauser Printing Company, 1924, p. 37

grant of land to assist in the maintenance of the
⁴
 Jesuit missions.

This plantation was located on the eastern shore of the river. It had an area of 3,600 feet front, by 9,000 feet depth, and lay within the boundaries now indicated by Common, Tchoupitoulas, Annunciation and Terpsichore Streets and the other course of Bayou St. John. Later the Jesuits added to the original plantation by two purchases of land, making their plantation reach from the river to Broad Street, and from Common to Felicity Road.

This plantation developed into one of the first and most flourishing in the city. Of the one hundred and fifty persons on it, one hundred and thirty were slaves. The Jesuits instructed and converted them and taught them to lead Christian lives.
⁵

On this plantation experienced white workers and craftsmen were employed to teach the various

4. Ibid., p. 33.

5. Jean Delanglez, The French Jesuits in Lower Louisiana (1700-1763) Baltimore, Maryland: J. H. Hurst Company, 1935, p. 421.

trades to the slaves. Some of the trades taught were cooking, woodwork, blacksmithing, sewing, wheelwrighting, training in the indigo industry,⁶ barrel manufacture, and gardening.

The Jesuits and Capuchins were not the only religious orders working to Christianize and uplift the slaves. They were ably assisted by the Ursuline Nuns, an order of religious women who came to New Orleans from France in 1727.⁷ The Jesuit leader, Father de Beaubois, was successful in overcoming all obstacles in order to get them to come to take charge of the hospital and the education of the girls in the colony.⁸

These Ursulines instructed not only their white boarders, but they also instructed Negro girls and slaves. In 1728, Father de Beaubois, in a letter to Abbe Raquet, Ecclesiastical

6. Roger Baudier, Op. Cit., p. 180

7. Henry Churchill Semple, S. J., (Editor), The Ursulines in New Orleans (1727-1925), New York: P. J. Kenedy & Sons, 1925, p. 11.

8. Roger Baudier, Op. Cit., p. 103.

Director of the Company of the Indies from 1724
 9
 to 1734, states this interesting fact:

There are now here sixteen
 girl boarders, seven Negresses,
 likewise boarders, and twenty-
 five day pupils. The great
 good which they do by liberally
 educating so many children and
 slaves has won them the respect
 and love of all the people.

Their school was probably the first Sisters'
 school in the United States. It consisted of a
 daily session of four hours with only three weeks
 for a vacation period at the end of the school
 term. The curriculum embraced reading, writing,
 arithmetic, Christian doctrine, and manual train-
 10
 ing. Burns says, in describing this early school:

Some features of the
 Ursuline system of teaching
 were surprisingly modern,
 and throw a new light upon
 the educational ideas and
 methods of the period.

9. Claude L. Vogel, The Capuchins in French Louisiana, 1722-1766, Washington: The Catholic University of America, p. 78.

10. James A. Burns, The Catholic School System in the United States, Its Principles, Origin and Establishment, New York: Benziger Brothers, 1908, p. 77.

They used monitors, or student-teachers, called "dizainieres" to assist them a century before the Lancastrian monitorial system was introduced into this country. They devoted much attention to industrial training; for example, the pupils were taught to make their own clothes, to knit and to mend. While they were thus employed, someone would read from an interesting but educational book. Another especially modern feature of the Ursuline method of teaching was "specialization". They used special teachers for penmanship, arithmetic, and industrial training. This first school was situated in Rue de Chartres.

Another effort to educate Negroes in this period was made by Miss Aliquot who opened a school for free Negroes in 1825. Miss Aliquot was a young lady from France who came to New Orleans to visit her sister, an Ursuline nun. When stepping ashore from the boat, she fell into the Mississippi River, and a Negro, at

11. Ibid., p. 78.

the risk of his life, jumped overboard and rescued her from drowning. As a memento of her appreciation for this valor, Miss Aliquot dedicated the remainder of her life in efforts to educate the unfortunate illiterate Negroes who were held in human bondage. It was partly through her intercession with the Right Reverend Antoine Blanc, Bishop of New Orleans, that the Order of the¹² Sisters of the Holy Family was formed." Miss Aliquot", says Baudier, "may be regarded as the Apostle of Catholic Negro Work in Louisiana, and one of the pioneers in such labors."¹³

The School established by Miss Aliquot was in the building next to the one that the old Orleans College had occupied.¹⁴ She was assisted in her work by Sister Martha, nun who retired from the Ursuline Order for that purpose, and in 1831 she went to France to seek teachers for this

12. Golden Jubilee Booklet of the Sisters of the Holy Family, New Orleans: Published by the Sisters of the Holy Family, 1892.

13. Roger Baudier, Op. Cit., p. 397.

14. Notes of Right Reverend C. M. Chambon, Pastor St. Augustine Church, New Orleans, Louisiana

school; but she failed in this undertaking. Then¹⁵
 Bishop de Neckere requested the Ursulines to send
 two of their order to help with this school. Eight
 nuns answered the call and worked untiringly from¹⁶
 1831 to 1838.

In 1836, Miss Aliquot sold this property to¹⁵
 the Ursulines for \$5,000.00 on the condition that¹⁷
 they continue to educate Negro children, but in
 1838 they were compelled to abandon this project,
 because the work of their academy required all of¹⁸
 their attention.

At this point Bishop Blanc turned to the
 Sisters of Mount Carmel and asked them to take
 over this school. Mother Therese consented to
 the request in 1838, but the notarial act was
 not passed until 1840. Miss Aliquot was paid a
 balance of \$200.00, and she was allowed to remain
 at the Convent until this sum was paid. Later

15. Golden Jubilee Booklet of the Sisters of the Holy Family.

16. Roger Baudier, Op. Cit., p. 364.

17. Ibid., p. 364.

18. Ibid. p. 365.

these Sisters opened a white school on St. Claude Street opposite the colored school. When the Ursulines bought the colored school from Miss Aliquot in 1836 they also bought a lot at the corner of St. Claude and Bayou Road from the lawyer, Pierre Soule, where St. Augustine's Church and 19 rectory now stand. This property cost \$10,000.00.

This lot was used for years as a depository for the cobblestones that ships carried as ballast and when dumped in New Orleans were used to pave the streets of the old City.

This property was given by the Ursulines to Bishop Blanc in 1838. The only stipulation made was that the church be dedicated to St. Augustine, 20 a patron of their order.

The Sisters of the Holy Family helped in these dark days to instruct the slave girls in religion and needlework. Their order was established by Bishop Blanc, but chiefly through

19. Ibid., p. 365

20. St. Augustine Parish Notes and Right Rev. C. M. Chambon, Pastor.

the efforts of his Vicar-General, Father Rousselon. It owes its origin to two young ladies, Miss Harriet Delisle of New Orleans and Miss Juliet Gauden of Cuba.

Miss Aliquot met these two young ladies one day at St. Mary's Church, and she became interested in their views. After she spoke to Father Rousselon, he, on November 21, 1842, established a residence on St. Bernard Street, and provided them with a set of rules based on the Rule of St. Augustine. They were cradled by the Religious of the Sacred Heart in St. James Parish in Convent, Louisiana. It was there these early founders learned the principles of the religious life.²¹

They immediately began to teach Catechism and to take care of a few aged women. When this house became too small, they moved to another on Bayou Road Street. There they wore their habit for the first time. Here they also taught Catechism to the slaves, and needlework to a few young girls, whom they also instructed in Catechism.²²

21. Annals of the Sisters of the Holy Family.

22. Ibid., Les Bartholomey Rousseau, The Negro in Louisiana, New Orleans: The Xavier University Press, 1937, p. 43.
 24. Charles Rousseau, Op. Cit., p. 43.
 25. Roger Baudier, Op. Cit., p. 322.

Another school devoted to the education of Negroes was founded in 1847 through the bequest of the will of Mrs. Bernard Couvent, nee Marie Justine Cainaire, a colored woman who left her lot and buildings for a school for destitute orphans. The following statements are taken²³ from her will which was probated in 1837:

It is my wish that my lot of ground at the corner of Grands Hommes and Union Streets be in perpetuity devoted to the maintenance of a free school for the colored orphans of the Faubourg Marigny. This school is to be established under the supervision of Reverend Father Manchault.

The first school erected through this bequest was completely destroyed by the hurricane of 1915; but Mother Katherine Drexel aided very generously in rebuilding a new school, which was opened under the supervision of the Sisters of the Blessed Sacrament in September, 1917,²⁴ and is now known as St. Louis School.²⁵

23. Charles Barthelemey Rousseve, The Negro in Louisiana, New Orleans: The Xavier University Press, 1937, p. 43.

24. Charles Rousseve, Op. Cit., p. 43.

25. Roger Baudier, Op. Cit., p. 392.

SUMMARY

The earliest educational efforts to educate Negroes were made by the Capuchins and the Jesuits, two religious orders of men. The Capuchins gave little or no formal education to the Negroes, but they did instruct the slaves in Christian religion and morality. The Jesuits, in addition to the lessons taught in religion, gave them every opportunity to learn the various trades under skilled craftsmen on their plantations.

These good Fathers were not alone in their meager efforts. They were assisted by an order of religious women known as the Ursuline Nuns. They not only instructed the Negro slave girls but also Negro girls whose parents sent them as boarders to their school.

Later from 1831-1838, they were in charge of the school for Free Negroes that Miss Aliquot had begun in 1825, but with their own school growing larger each year they were forced to give up this school.

Then the Sisters of Mount Carmel were requested by Bishop Blanc to take over this school. They accepted his offer and managed this school for several years.

Another school opened during this period was the St. Louis School for indigent orphans. It was a free school organized in 1847 in accordance with a bequest in the will of its donor, Mrs. Bernard Couvent.

During these early days, masters and mistresses did much to instruct their slaves in religion and morality because each was responsible for the spiritual, moral and economic well-being of his slaves. The slaves on the other hand, imitated their masters and thus acquired a higher culture. Some of the private schools were main-

The Catholic Church, which had always made an effort to teach the Negro, continued to do so during this period. The work that the Sisters of the Holy Family had started continued, and in

CHAPTER II

FROM THE CLOSE OF THE CIVIL WAR TO THE END OF

THE RECONSTRUCTION

(1865 - 1880)

In the beginning of this period, we see the private schools increasing in number and reaching their highest peak, but declining toward the close of the period shortly after the Public School System took its initial step toward the education of the Negro. There were several kinds of private schools varying from the one-teacher school at home to the larger institutions and colleges organized through the efforts of philanthropic individuals with the aid of the Freedmen's Bureau. Some of the private schools were maintained by religious denominations or sects.

The Catholic Church, which had always made an effort to teach the Negro, continued to do so during this period. The work that the Sisters of the Holy Family had started continued, and in

1867, their first school for girls, located on Bayou Road between Rampart and St. Claude Streets, was opened. It was here that organized classes were given instruction in plain sewing, Catechism, needlework and lessons up to the second grade. Then the school and convent were moved to Chartres Street between Esplanade and Peace(now Kerlerec) Streets. This school was called St. Mary's School because of its proximity to the St. Mary's¹ Church.

Later the Sisters moved to a larger establishment on Orleans Street, and in 1882, the school was raised to the status of a secondary school. The curriculum was extended to include all subjects taught at that time in the high schools of the state. The Sisters employed a professor to come in to give instruction in philosophy, which incidentally, included all physical sciences until about 1887. The curri-

1. From the Annals of the Sisters of the Holy Family.

culum also provided for the cultural training of pupils by offering complete courses in instrumental and vocal music, painting, and artistic needlework. Of all these, however, Christian Doctrine was the most highly regarded subject in the curriculum, and a prize was awarded annually at the closing exercises for highest excellence in it. For many years the Sisters maintained a bi-lingual curriculum of French and English which continued until about 1924, when the high schools began to receive recognition from the State. Instruction in Catechism was also given either in French or English. For nearly half a century previous to 1915, St. Mary's Academy was the only Catholic secondary school for colored girls in New Orleans.

This academy was only one of several undertakings of these good Sisters. Beginning on October 16, 1891, they conducted a school for boys. The orphans were at the asylum on Tonti and Hospital Streets, but in 1891, they were transferred to the St. John Berchman Asylum corner

ner of Orleans and Bourbon Streets, and the old people were moved from the residence on St. Bernard Street to the house on Tonti Street. This school was discontinued for a while, but later one was built on Orleans Street across from the convent which remained there until 1912. Then another school for boys was founded on St. Ann and Bourbon Streets which lasted until the smallpox epidemic of 1920, when it was closed.

In 1893, they opened a school in the now St. Joan of Arc Parish which they called St. Louis School. Here they taught school and gave religious instruction to children who made their first Communion at the old Mater Dolorosa Church. When the Church moved to Carrollton Avenue, the old building was given to the colored people, and it was named St. Dominic's Church. Later the names of the church and school were changed to that of St. Joan of Arc.

In 1907, the Holy Family Sisters undertook the work of teaching the children in the Saint Katherine School, and have continued their work

there to the present day. In the lower downtown section of the City, these Sisters had another regular school named St. Maurice, because it was not far from the St. Maurice Church.

Throughout the history of the institution of the Holy Family, the Sisters have always maintained a boarding school. They also had a school in their girls' home on Gentilly and Annette Streets, in their boys' home on Gentilly at the Seven Mile Post, and in Algiers, they taught the children who attended All Saints Parochial School.²

Among the early religious workers who labored zealously to instruct the colored boys and girls of New Orleans were the Sisters of the Most Holy Sacrament. These Sisters came to the United States from France. This congregation had been founded there in 1655 by Mother Mechtilde. In 1872, four Sisters of this order came to Louisiana and settled at Waggaman in Jefferson Parish;

2. Annals of the Sisters of the Holy Family

but when the Most Reverend Archbishop Perche invited them to New Orleans, they came and built their first Negro school, St. Francis, and their convent in 1875, at North Villere and Marigny Streets.³

This school was not the only one conducted by these good sisters who were known as the Sisters of Perpetual Adoration until 1924 when their name was changed to the Sisters of the Most Holy Sacrament. These Sisters, wherever they went, opened schools for colored people. In this early school, St. Francis School, for colored people there were two teachers for the boys and two for the girls with an average attendance of two hundred and fifty pupils. They also maintained a boarding school for colored, though there were few boarders. They instructed these students as long as the students remained with them. Then they transferred them either to Straight College or Southern University.

3. Roger Baudier, Op. Cit., p. 455

When the Sisters of the Blessed Sacrament made their advent into the Southland in 1915, the enrollment of this school began to decline, and continued to until finally in 1917 they were forced, because of poor attendance, to close the institution but not without much regret.⁴

Although other religious denominations were not so early to start nor so numerous in their educational endeavors as the Catholics were, various Protestant sects of the North, including the Methodists, Baptists, Congregational and the Quakers, sent teachers to the South for that purpose. The New Orleans University, a Methodist School, the outgrowth of two previous institutions; namely, the Thomson Biblical Institute, opened in 1866 for the purpose of training ministers for the Methodist Church and had an enrollment of fifteen students, and the Union Normal school which was opened in the same building as the

4. Personal interview with Sister Bibiana, oldest living member at the Convent on Marais and Mandeville Streets who formerly taught colored children.

Biblical School in 1869. These schools continued as separate schools until 1873, when they were consolidated as New Orleans University.

The Union Normal School which was opened on November 1, 1869, was located on Camp and Race Streets on the lower floor of the Coliseum property which had been purchased through General Hatch with a donation of \$12,000.00 by the Freedmen's Bureau. The Conference minutes record:

The rooms have been furnished, and the two teachers have been paid by the Freedmen's Aid Society. Each student pays a tax of \$2.00 a term to provide fuel and pay for keeping the rooms in good order.

The purpose of this school was to prepare young men and women for the teaching profession. Although opened to both races, it served wholly the colored people. The instruction given was of a superior type, and students were examined

5. Seventy Years of Service, Published by the Faculty of New Orleans University, 1935, pp. 9 and 10.

at the end of each month with a general examination at the end of the year. There were two courses of study: the preparatory which admitted students who could read well in the fourth reader and who could work fractions, and at the end of one year, upon successful written examination, the students were transferred to the normal course. The normal school had a set course of study which covered a period of three years.⁶

Reverend J. C. Hartzell, Pastor of the Ames M. E. Church, and the Reverend Isaac Leavitt, President of the school, drew up a charter, and, with the aid of Mr. Pierre Landry, a Negro member of the Louisiana State Legislature, the charter combining these two schools was approved by Governor Kellog.⁷ According to this charter graduates of the law school of New Orleans University were to be admitted to practice in the state, and

6. Annual Report of the Louisiana State Superintendent of Public Education, 1872, pp. 29-31.

7. Ibid., p. 11

medical students were to be able to practice and
 8
 observe at the Charity Hospital of this City.

Section IV provides that
 said corporation, in the matter
 of receiving and instructing
 students, shall make no distinc-
 tion as to race, color, sex or
 religious belief.

In 1884, the Freedmen's Aid Society purchased a
 new site on St. Charles Avenue, which was part of
 a sugar plantation. The beautiful mansion located
 on it later became the President's Home. Three
 years later an additional square of land was pur-
 chased for \$300.00. In 1891, the present Main
 Building of New Orleans University was ready to
 be occupied.

In 1911, the Woman's Home Missionary Society
 erected a brick building on the south side of the
 campus, and opened the Peck School of Domestic
 Science and Art.

In 1889, medical and nurse training departments were established, when Mr. John D. Flint donated to the institution \$15,000.00 for the site on Canal, Gasquet and Villere Streets, and \$10,000.00 for the beginning of an endowment fund, providing there should always be a school of pharmacy and midwifery.

In 1896, Bishop Mallalieu interested Mrs. Caroline Mudge, of Boston, in the hospital project, and with her donation purchased a lot in the rear of the Flint College. The name was changed to Sarah Goodridge Training School and Hospital, in memory of her mother, Sarah Tannett Goodridge.

In 1900, the school of pharmacy was opened, and the new medical college was named Flint Medical College, after its chief benefactor, but in 1910 it was discontinued, and all students transferred to Meharry Medical College in Tennessee.

When the Board of Health condemned the old medical building, the Freedmen's Aid Society de-

cided to erect a new building. However, in 1915, this idea was abandoned because of insufficient funds, and the Board decided to convert the old Medical College into a hospital. This building had fifty-six beds, and the nurses' home could accomodate twenty-four nurses.⁹ When the new Flint-Goodridge Hospital, on Louisiana Avenue, was erected, this old structure was abandoned.

During its brief career of twenty years, seventy-four men received their M. D. degrees from Flint Medical College. From the School of Pharmacy about sixty were graduated, and from the Nurse Training School more than two hundred.

Another Christian school, Straight University, was a pioneer in the South just after the close¹⁰ of the Civil War. It was established by the American Missionary Association in 1869 and received its name from one of its benefactors, the Honorable Seymour Straight, of Hudson, Ohio.

9. Seventy Years of Service, p. 18.

10. Straight College Bulletin, New Orleans, Louisiana, May, 1929, Vol. 5, No. 4, p. 13

11. Ibid., p. 14.

In 1868, its first charter was granted; in 1869, a lot was purchased on Esplanade Avenue, and in 1870, the United States Government, through the Freedmen's Bureau, gave its Trustees a building valued at twenty thousand dollars.

The first faculty group consisted of the President, Mr. W. S. Alexander, and twelve teachers who served for seven years, but in 1877, when the main building and the library were completely destroyed by fire, Mr. Alexander and several of these teachers resigned. However, Mr. Seymour Straight and other civic-minded people made generous donations for rebuilding. Mr. John Gough and Rev. Mr. Hitchcock, of Windham, New York, gave four hundred books to the library. In 1878, a new building was erected on Canal Street.

In 1881, Mrs. V. G. Stone gave twenty-five thousand dollars for a girls' dormitory, and in 1884, when Mr. James A. Adams was President, he begged "shoes, books, beds, and bedding" from
¹¹
 his Northern friends.

11. Ibid., p. 14.

In 1885, when R. E. Hitchcock became President, there were the following departments and students: Law-17; Theology-11; High School-28; Normal-118; Primary-114.¹² During Mr. Hitchcock's administration the grade school was strengthened and the industrial department started. In 1890, both the Daniel Hand School and the building formerly used as a laundry were opened as a primary grade school and a carpenter shop for boys. This latter building was later destroyed by the hurricane in September of 1915.

The next president was Oscar Atwood, known generally as "Old President" who served for fourteen years (1890-1904). Meanwhile the faculty had increased to twenty-two teachers and there¹³ were five hundred and five students.

In 1903, a cooking and sewing department was added, and in 1908 Thomy Lafon donated funds to erect the industrial building which bears his

12. Ibid., p. 14.

13. Ibid., p. 15.

name. It consisted of a "carpenter shop, blacksmith shop, machine shop, printing office, mechanical drawing department, an exhibit room and storage room."¹⁴

It was during the administration of President Stevens(1909-1916), however, that the College and High School Departments developed most, but he resigned in 1916, and Mr. A. M. Briggs, of North-¹⁵ville, Massachusetts, became the next head. He was successful in purchasing three valuable pieces of property, but he too, resigned in 1922. The last President was Mr. Charles B. Austin, who served until Straight College was merged with New Orleans University to form the present Dillard University.

This school was not always called Straight University, because in 1915 the American Missionary Association decided to change it to Straight College, because they thought the term "college" better represented the nature of the work of the school.

14. Ibid., p. 15.

15. Ibid., pp. 16-17.

Straight College had a small but well equipped library of about seven thousand volumes, classified according to the Dewey System, and there was also a reading room with current periodicals.

The Baptist contribution to this period was¹⁶
Leland University, founded in 1869 by Holbrook Chamberlain, a philanthropist of Brooklyn, New York. The Freedmen's Bureau donated \$17,500.00 and the American Missionary Association gave \$12,500.00 to this enterprise. This school started as a primary school, and gradually became an institution of higher learning. When the hurricane of 1915 destroyed the building, Leland University was moved to Baker, Louisiana.

Another school established in 1880 by the State of Louisiana for the education of colored¹⁷ people is the well-known Southern University. It came about as the result of the movement made

16. United States Bulletin No. 39, Washington, D. C., 1915; cf. Annual Report of the Louisiana State Superintendent of Public Education, 1875, pp. 390-389

17. Bulletin, Southern University and Agricultural and Mechanical College, Vol. XXVII, April, 1940, No. I, Scotlandville, Louisiana.

by the Honorable P. B. S. Pinchback, Honorable T. T. Allain and Honorable Henry Dumas in the Constitutional Convention of the State in 1879.

The first site chosen for the university was at Magazine and Soniat Streets, and in 1886, \$14,000.000 was appropriated by the State Legislature for this site and necessary buildings. "Under Federal Acts of 1880 and 1907, known as the Morrill-Nelson Act, the institution was recognized by the Federal Government as a Land-Grant College offering definite training in¹⁸ agriculture and mechanical education."

At a meeting held on November 5, 1884, representatives of the Public School System of New Orleans and the committee appointed by the Trustees of Southern University agreed upon the following basis subject to the approval of their respective¹⁹ boards:

18. Ibid., p. 10.

19. Minutes of the Orleans Parish School Board for 1884 to 1886, p. 49.

1. Qualification for admission into the High School Department of the Southern University is to have a thorough knowledge of the course of study prescribed for the sixth year of the graded course of the Public Schools.

2. The annual transfer or promotion of pupils from the Public Schools to the High School of the University to be made at the beginning of the scholastic year of the University, October 1.

3. The examination of the students for admission to the High School Department to be conducted by the faculty of the University.

4. No pupil of lower grade than specified in Article 1, to be received, at any time from the Public Schools.

5. No admission should be made at any time to the High School Department of the University from the Public Schools except upon the recommendation of the teacher of the applicant, approved by the superintendent.

6. The Public Schools to discontinue the work of instruction as now provided for the seventh and eighth years of the graded course.

7. The influence of the City School Board to be received in favor of the annual promotion of all well qualified students from the Public Schools to the High School Department of the Southern University.

J. M. Gwinn, Chief Superintendent of the Public Schools of the City of New Orleans, in his report for the year 1910-1911 said:

Southern University is nothing more than a high school operated for the benefit of New Orleans. It is failing utterly to do the work intended by its founders and supporters, the State of Louisiana and the National Government. Negroes from the country could not, if they desired, go to New Orleans for their education, and they should not if they could. The demonstration farm of one hundred acres is in Jefferson Parish, several miles from the City and it is, therefore, of little or no value to the school. Dr. P. P. Claxton, United States Commissioner of Education, agrees with me that Southern University can best serve the Negroes of the State if it is moved from New Orleans to a country location.

In 1914, under Act 118 of the General Assembly, the institution was removed from New Orleans to its present site at Scotlandville, Louisiana, five miles from Baton Rouge.

Another religious sect whose educational endeavors began in 1896 and continued to this

20. Report of the Louisiana State Superintendents for the year 1910-1911, p. 45.

day is that of the Lutherans. They, like the Roman Catholic Church, attempted to conduct parish schools wherever they built churches. From the earliest records to 1915 there were six outstanding Lutheran schools in New Orleans.

Mt. Zion School, located at Thalia and Loyola Streets, was begun in 1876, in the old Sailor's Home on the river front. At the present time there are four hundred and eighty children enrolled, and four teachers, including the pastor. This school is a recognized junior high.

Another Lutheran School, St. Paul, is located on Annette between Claiborne and Derbigny Streets. It was begun in 1878 in a little building which was later known as the "Chicken Coop". St. Paul's present enrollment is one hundred and twelve. There are seven grades and two teachers. This school is predominantly a church school.

Bethlehem is situated at Dryades Street and Washington Avenue. It was opened in 1888, but in

1930 it was enlarged from a two room to a four room school. The present enrollment is two hundred and eighty-three. There are four teachers employed, one male and three female. There are seven grades. About one-fourth of the children enrolled are of the Lutheran faith.

Trinity, located at Villere and Gallier Streets, was originally, up to 1912, on Elmira Street, just off St. Claude Street.

There were two other schools, which have been discontinued for some time. One is Concordia, which was opened in 1912, at Eagle and Poplar Streets, but later moved to Cohn and Holly Grove Streets. There were two teachers.

Another school, which is now closed, was the well-known Luther College, which was opened in 1904. This school trained most of the early pastors and teachers. It included all of the grades.

The tuition fee in all these schools was ten cents per week. However, many students

attended free, because the pastor felt that he could not refuse a Christian education to any who desired it.

Another type of private instruction was that given in the one-teacher type of private school. Catholic schools of this type were particularly numerous. However, as these schools were not really parochial schools, sponsored by the Catholic Church, they were undertaken by private individuals either through zeal for religion on the part of those who wished to prepare children for the admission to the Sacraments or as a means of livelihood, no permanent record of them remains.²¹

With the development and ever increasing growth of the Public School System, these schools, conducted in the homes of white and colored individuals, steadily decreased. Although space does not permit a lengthy discourse on the history

21. The history of these schools would form an interesting topic of investigation, and it is hoped that someone will undertake an investigation of it, while the information is still available from persons whose early training in the grades was received in these schools.

of these private schools, mention must be made here of their importance because they served New Orleans for many years as one of the chief educational means for the enlightening of Negro and white people. They were of sufficient importance to be mentioned in the Annual Reports of the State Superintendents of Education. Three outstanding private schools of this type were conducted by Frances Joseph Gaudet, who stressed industrial training; Medard Hilaire Nelson, who excelled in foreign languages; and John F. Guillaume, who developed the first business school for colored.

Gaudet School, a private institution was begun by Frances Gaudet²², a Negro woman born in a log cabin at Homersville, Pike County, Mississippi, on November 25, 1861. Her grandfather was a Methodist preacher, who helped to build a little church for Negroes at Summit, Mississippi. Frances Joseph attended a school operated by the

22. Annals of the Gaudet Normal and Industrial School.

Northern Methodist Church, upon her grandfather's request. At this cabin school she grew up with the desire to help her race. Her family moved to New Orleans when she was eight years old, and her real education began. She was quite interested, it is said, in prison work, and visited white and colored prisoners as well. She visited the Recorder's Court and jails, taking children home, until the number so increased that she could not care for them.

During 1900 she opened a small industrial school on Gentilly Road. Miss Ida Richardson organized an advisory board to build a school and dormitory. In 1921, she donated this property to the diocese, with the understanding that religious education would be under the authority of the church. The name was changed, and a new board appointed. In accordance with the deed, a majority must be Episcopalians. She continued as principal for a short time, but her sight was failing her, and she resigned. She died on December 24, 1934.

Among the early educators of this City, renowned for culture and famous as a scholar, was the late Medard Hilaire Nelson.²³ He was born in New Orleans, Louisiana, June 8, 1850.

Professor Medard, as he was called by his pupils, was one of the most highly educated men of his day. He received his early training under private tutors in New Orleans, Louisiana, and in Baltimore, Maryland. His college education was secured in England and France. While abroad, he met several students who later were renowned in the religious life of New Orleans.

Professor Nelson became a famous linguist, speaking English, French, Spanish, Italian, Portuguese and German with fluency. He was thoroughly conversant with Greek, Latin and the Arabic dialect.

During his early years, he served as sacristan at the historic St. Mary's Archbishopric

23. Memoires of Medard Hilaire Nelson, collected by his son, Dr. Joseph Medard Nelson.

gundy Street. He had thousands of pupils of both the white and colored races.

Some of his outstanding students were Dr. E. Poree, of Los Angles, California, Armand Boutte, Sr., pharmacist, and Dr. Valentin, dentist.

He was married in 1878 to Marie Neddie. Of this union there were nine children. Mrs. Nelson died in 1921. Seven of the nine children are now living. Professor Nelson died in New Orleans, June 9, 1933, at the age of eighty-three years.

John F. Guillaume was born in St. Charles Parish, Killona, Louisiana, on November 23, 1877. His father, a rice planter, was a native of Paris, France. He was also the nephew of Charles Bourgeois, Negro State Representative from St. Charles Parish.

In his childhood, he attended the rural school, but frequently missed school for weeks at a time, to assist his father in the rice field. When he returned, he was always ahead of his class.

Miss Rosa Fleming, his teacher who prepared him for high school, says that her own ability to pass the teacher's examination in New Orleans was due to the fact that she had to study so hard to be up with young Guillaume, when he returned from one of his frequent periods of absence. It was she who persuaded his father to send him to Straight College, where he entered the ninth grade, and remained until he had finished college.

He taught night school and printing for four years. He went to Cuba for a while, where he started a magazine for teachers, but he failed in this project, because of a lack of sufficient subscriptions to continue the work. On his return, he taught four years at Patoutville, Louisiana, and also at the New Iberia Parish Training School two years, where he met his wife.

He established his business college on June 1, 1912, at Pythian Temple. Here he prepared young men for the mail service, and provided for a six weeks summer school to prepare teachers for the examination. He taught shorthand and

typewriting. He also had a regular secondary school or what was equivalent to a first year junior college. He was assisted in this work by several teachers, among whom may be mentioned Messrs. George Longe and Louis A. G. Blanchet, who today are prominent teachers in the New Orleans Public School System. In later years, he moved his school to his residence at 1918 LaHarpe Street. His school career was abruptly brought to a close because of illness on August 10, followed by his death August 18, 1932.²⁴

part of the State to its duty to this forgotten race of people.

Some of the most outstanding schools aided by the Freedmen's Bureau were New Orleans, Leland, Straight and Southern Universities. It also initiated the establishment of numerous primary and grammar schools, which later developed into the first public schools for Negroes in the City of New Orleans.

24. Personal interviews with his wife and with another friend of his , Miss Victoria Pierson.

SUMMARY

This period marks the rapid increase in private schools immediately following the Emancipation Proclamation by President Lincoln and the introduction of the public school movement. Negro education now consisted of the combined efforts of the Freedmen's Bureau, Freedmen Aid Societies of the North, various missionary associations, philanthropic endeavors on the part of private individuals, and the awakened interest on the part of the State to its duty to this forgotten race of people.

Some of the most outstanding schools aided by the Freedmen's Bureau were New Orleans, Leland, Straight and Southern Universities. It also initiated the establishment of numerous primary and grammar schools, which later developed into the first public schools for Negroes in the City of New Orleans.

The work of the Catholic Church continued to uplift this downtrodden race. The Sisters

of the Holy Family organized their first real girl's school in 1867, previous to which they gave instructions in Christian Doctrine, needlework and instructions on a simple scale. Later, they extended their endeavors to other schools. Among these were the St. Joan of Arc, St. Maurice, St. Katherine and All Saints, in Algiers.

Among the other denominations which contributed to this educational movement may be named the Lutherans, who opened six schools, four of which are existing today.

Private schools worthy of mention were Gaudet Industrial School; the excellent school of Mr. Medard Nelson, who stressed the teaching of languages; and the renowned business college of Mr. Guillaume.

The schools of the Freedmen's Bureau played a large part in shaping the lives of Negroes immediately following the Civil War. In fact, they would "probably have been driven back to slavery" if it had not been

1. W. E. Burghardt DuBois, Black Reconstruction, New York: Harcourt, Brace & Company, 1933, p. 207.

CHAPTER III

FROM THE END OF THE RECONSTRUCTION

PERIOD TO 1915

PART I: FREEDMEN BUREAU SCHOOLS AND THE
BEGINNING OF THE PUBLIC SCHOOLS FOR NEGROES
IN NEW ORLEANS

The movement which resulted in the establishment of public schools for Negroes in New Orleans had its origin in the effort of the Freedmen's Bureau to provide instruction for this group. Hence, it is necessary to give a brief history of the schools established by the Bureau and their subsequent incorporation with the public school system.

The schools of the Freedmen's Bureau played a large part in shaping the lives of Negroes immediately following the Civil War. In fact, they would "probably have been¹ driven back to slavery" if it had not been

1. W. E. Burghardt DuBois, Black Reconstruction, New York: Harcourt, Brace & Company, 1935, p. 667.

for these schools. Although the original Freedmen's Bureau bill did not provide for Negro education, a number of schools had been established by the army, the tax commission and by the colored people themselves, which were under the general supervision of the Bureau.

In summarizing the work of the Bureau for² the first year, General Howard said,

Though no appropriation had been granted by Congress for this purpose, by using the funds derived from rents of abandoned property, by fitting up for schoolhouses such government buildings as were no longer needed for military purposes, by giving transportation for teachers, books, school furniture and by granting subsistence, I was able to give material aid to all engaged in the educational work.

There were many obstacles to hinder the educational progress of the Negro; the greatest being that of the prejudice and hatred of the

2. Executive Documents, Second Session, 41st. Congress, 1869-1870, Washington Government Printing Office, 1870, Vol. VI., No. 142, p. 11, as quoted by Sherman in Thesis on Freedmen's Bureau, p. 76.

Southern white people toward them. Sherman, in describing this situation, says:³

Teachers were not allowed to teach; the Negroes were sometimes dispossessed of their schoolhouses; churches were often burned to the ground.

Carl Schurz said in 1865:⁴

While philanthropists and teachers are laboring to raise the Negro to the full level of citizenship, an open and determined effort is being made in the South to thrust him back into serfdom.

Notwithstanding all persecutions, Negroes, however, were very desirous of securing an education. As a result, some gladly and willingly paid tuition for private instruction.⁵

However, the constitutional right of free education for Negroes could not be lawfully denied. Therefore, we see attempts to estab-

3. Honorine Ann Sherman, The Freedmen's Bureau in Louisiana, Master Degree Thesis: Tulane University, p. 76.

4. Carl Schurz, as quoted by Honorine Ann Sherman, p. 77.

5. Sherman, Op. Cit., p. 89.

lish public schools for them. The earliest record of this movement in New Orleans is dated April 3, 1867, when the following resolution, relative to schools for colored children, was⁶ adopted:

That the Board proceed to open Public Schools in each District of this City for the education of the colored children, and that a Special Committee be appointed to make the necessary preparations to open such schools as early as possible.

On August 28, 1867, a motion was made by⁷ Mr. Collins, a member of the Board:

That a committee consisting of two members from each district be appointed by the chair for the purpose of opening schools for colored children.

The following directors were appointed to serve on this committee, namely: Messrs. Kelly, Shields, Sambola, Collins, Thierreman, Leefe, Watkins and Zelunder.

6. Minutes of the Orleans Parish School Board for the years 1865-1869, p. 160.

7. Ibid., p. 196.

On September 4, 1867, a resolution was passed, that,⁸

The Committee on Colored Schools is hereby instructed to visit as soon as practicable all the schools now in operation for the education of colored children of this City, and report to this Board the number and location of said schools; the number and salaries of teachers; the number of pupils; and how said schools are supported.

That it be further instructed to consult with the teachers, directors, visitors and patrons of said schools with a view to obtaining their views and wishes in regard to the incorporation of said schools into our public school system, and the adoption of school rooms, teachers and pupils as part and parcel of the Public Schools of New Orleans.

On September 16, 1867, Mr. Kelly, Chairman of the Committee for Colored Schools, submitted the following report, which was received and agreed to:⁹

Your Committee respectfully recommends that they be authorized to open free public schools for the education of the colored youth of this

8. Ibid., p. 196.

9. Ibid., p. 196.

the City, and to employ teachers on the following basis to-wit:

6	schools,	7	teachers	each--1st District
4	"	7	"	" 2nd "
4	"	7	"	" 3rd "
2	"	7	"	" 4th "

And recommends the following scale of salaries:

Principal of Boys' School,	per mo.	\$100.00
1st Assistant "	" "	80.00
Primary Assistant "	" "	50.00

Principal for Girls,	per annum	\$1,100.00
1st Assistant "	" "	800.00
2nd Assistant "	" "	600.00

And to rent necessary school buildings.

We were courteously received everywhere we went, and were cheerfully given the desired information.

The Committee investigated the various schools already in existence in the only four districts, and made their report according to these districts.

The Schools of the First District

Lincoln School was located at 368 "Commun" between Claiborne and Derbigny Streets. There was one white teacher, Miss Cornelia Clarkson, a graduate of the New Orleans High School of

the First District. Before the War, she taught in the public schools of New Orleans and Jefferson.

At the time of the visit there were thirty-five boys and girls enrolled, with a maximum number of ninety on roll since the school was established. This school was supported by the parents, who paid a monthly tuition fee of \$1.50. During the month of August, 1867, the salary amounted to only \$14.00. This school was under the supervision of the Educational Department of the Freedmen's Bureau. It paid thirty dollars for rent, furnished books, when possible, and sold the remainder at cost price to the children.

The school was conducted in Rev. William Satchel's Free Mission Baptist Church, which could accomodate about one hundred and fifty pupils.

Miss Clarkson said that she would be glad to accept a position with the School Board. She felt that the parents of her pupils would have

no objection. She did not approve of mixing white and colored children in the same school.

10

In her opinion, the colored people themselves do not desire it. Many of the parents of the children attending her school requested her, when it was removed, that the public schools would be thrown open to all to continue her work exclusively for colored children, saying that they did not wish their children to go to school with white children, and assuring her of a continuance of their patronage, and that they would endeavor to pay the tuition fees charged. She further is of the opinion that none of the colored people, except those engaged in politics and those so near white that they are unwilling to associate exclusively with colored people and, thereby, acknowledge their race desire their children to be mixed with whites in the same schools. She thinks that it would be to the disadvantage of both races.

Miss Clarkson, a southern white person, naturally voiced the sentiment of the people of her race, and those of the Committee. It is no wonder that her school was speedily and graciously accepted.

The second school was under the supervision of the Freedmen's Bureau, and was located in the

Southern Church, at 318 Gravier Street, near Howard. Mr. John H. Collins, the principal, was assisted by Miss Laura Lawrence, both white. At the time of the visit, there were sixty-two children enrolled. The rent amounted to \$30.00 per month. This building could accomodate two hundred pupils. The salaries of the teachers were paid out of the tuition. Whenever there was a surplus, it was turned over to the Bureau.

On the other hand, if the funds were insufficient, they received only what they collected. Mr. Collins was paid \$70.00 a month; Miss Lawrence, \$60.00. Text books were sold at cost price. Mr. Collins was eager to have his school affiliated with the public school system. The parents of his pupils were greatly pleased, so he said.

A third school for boys and girls was held in the Dumas Exchange (Coffee House) No. 300 Gravier Street, between Howard and Liberty Streets. This school was established on January 1, 1867, under the principalship of Mr. P. M. Williams, a colored graduate of Dartmouth College, Professor

of Penmanship, and former principal of Ward's School No. 5, for colored, in New York City, for eight years. He was assisted by his son, P. M. Williams, Jr., and his daughter, Miss A. P. Williams. At the time of the Committee's visit,¹¹ there were sixty-eight pupils enrolled.

This school had all grades, from A.B.C.D., etc., to the principal's department, as their schools were graded.

Pupils paid tuition fee of \$1.50 per month, whereas, the Freedmen's Bureau contributed \$30.00 per month toward the rental of the building, which amounted to \$75.00. The Bureau sold the books at cost price, and the teachers were paid from the tuition collected. Each was paid \$40.00 a month. As in all Bureau controlled schools, all surplus funds had to be turned over to its treasurer.

When Mr. Williams, Sr., was questioned re-¹²garding the problem of mixed schools, he said:

11. Ibid., p. 206.

12. Ibid., p. 206.

Colored children should have a right to go to any public school, but under the existing circumstances, it is advisable for the best interests of all classes that separate schools should be established for colored and white children.

The opinion of the daughter was not recorded, but the son agreed with the father.

The fourth school for boys and girls of the First District was at Fourth Baptist Church, Rev. Mr. Steptoe, Pastor, on Magnolia Street, between Common and Gravier Streets. This school was not under the supervision of the Freedmen's Bureau, but rather controlled by the Board of the Church. When the Committee visited the school, it was not in session but was planning to open on October 1. There were sixty-five pupils on the rolls. The pupils paid tuition fees and voluntary contributions by members of the congregation supported the school. The parents of this school were, as a rule, too poor to pay tuition. There was one colored teacher, Mrs. Nickerson, who was paid twenty dollars by Mr. Steptoe. He was of the belief that separate schools "are for the best",

at least, at the present time.¹³

On St. Paul, between Gravier and Perdido Streets, a school was built to be called the McCulloch's School. The former City Council donated \$1,000.00. Mr. Bowie was principal. There were forty-five pupils who paid a tuition fee of one dollar and fifty cents. He felt that every colored child had the right to attend any public school, but felt that separated schools were advisable for the time being. The Committee was not certain whether or not this school could become a part of the contemplated system, because it belonged to the Congregation of the St. Paul Methodist Church, under Rev. Mr. Rosa, Pastor.¹⁴

Another Freedmen's Bureau School was over the Government stable building at the corner of Thalia and Carondelet Streets. This school was called Conway's School, and the principal was Miss Kilgrove. She was assisted by Mrs. Ingham.

13. Ibid., p. 207.

14. Ibid., p. 207.

Both teachers were white. Tuition fee was \$1.50 per month. The Bureau supplied the building, furniture and books. There were twenty-four pupils in Mrs. Ingham's class. They, like the majority of the other teachers, agreed upon separate schools.¹⁵

Schools of the Second District

On Marais Street, between Bienville and Conti Streets, was located the Soule's Chapel School. The teachers were Mr. William Tinney, Superintendent, black, Miss Emma Day, first assistant, colored, Miss Lawrence Reed, second assistant, also colored. The enrollment numbered ninety-eight(98) boys and girls. The parents paid a monthly tuition fee of one to two dollars. This was a private school. The Methodist Church, Soule's Chapel, gave the use of the church free of charge. It was large enough to accomodate two hundred and fifty pupils. The teachers heartily endorsed Mr. Parham's plans for separate schools. They thought "mixing the colored and white will

15. Ibid., p. 207.

create ill-feeling and dissension between the
¹⁶
 races."

This school could easily become part of a
 large system. It could accomodate three hundred
 and fifty pupils at a cost of not more than
¹⁷
 \$300.00. The probable expenses will be:

Rent of premises.....	\$ 30.00
Pay of Principal, a month.....	100.00
" " 1st Assistant, a month.....	80.00
" " 2nd " " " "	50.00
Other expenses.....	40.00
Total "	\$300.00

On St. Claude Street, between Ursuline and
 Bayou Road, was a school for two hundred boys,
 maintained by the Association of Post No. 4,
 Grand Army of the Republic. There were three
 colored teachers, Messrs. E. Tinchard, principal,
 who had been educated in France, Victor Garderre,
 and Eugene Lucia. These teachers did not receive
 any salary, and the school was free to the pupils.
¹⁸
 The principal was in favor of mixed schools.

There was a school on Marais Street, between

16. Ibid., p. 208.

17. Ibid., p. 208.

18. Ibid., p. 209.

Barracks and Esplanade, called the Republican School. It was under the direction of Mr. Boguille, a man who had taught for thirty years in New Orleans, and his wife, Mrs. Mary Ann Boguille, who had been educated in New York. There were fifty boys and girls on the rolls. "In ordinary times, they had over one hundred pupils." Parents paid from two to three dollars per month tuition for each child. Although this was a private school, it was visited by the Board of the Freedmen's Bureau. Mr. Boguille was not prepared to give his opinion about the propriety of mixed schools. He wanted some time to think before expressing his opinion.¹⁹

In March of 1867, the Free School for the Louisiana Relief Association was opened on Derbigny Street between Bienville and Customhouse Streets, back of Rev. J. Turner's A. M. E. Church. There were seventy pupils attending, but space enough to accomodate over one hundred

19. Ibid., p. 209.

and fifty. Miss E. G. Highgate, colored, a graduate of Syracuse High School, New York, was the only teacher employed. Although white children could attend, there were none at this time. The school was non-sectarian and free to all. It was supported by the Louisiana Educational Relief Association and the Freedmen's Bureau paid their rent of twenty-three dollars a month.

Although Miss Highgate's salary was placed at eighty dollars per month, she reduced it to sixty, because the school was under a charitable association. She was of the opinion:

That there should be no distinction made in the schools. She says that her education has been such that she could not be of different opinion. She thinks that mixing the races may create difficulties and injure the cause of education for the time being, but ultimately will be to their advantage.

As for the opinion of the parents of her school, the most intelligent ones felt it their

20. Ibid., p. 210.

right to send their children to the same school as the whites. She was willing to have her school affiliated with the public schools, providing it was the will of the Relief Association, and no distinction as to races made in her school.

This was the opinion of the special Committee on Investigation: "Miss Highgate is a very intelligent and apparently highly educated lady."²¹

The Franklin Institute, at 258 Rampart Street, between Hospital and Ursuline, had four teachers, namely: Mr. Francois Cote, Mrs. Cote, and Mr. Armstrong,²² all white. This school had ninety-five day and twenty-night pupils when it closed at the end of the session in July. When he started this school, there were about fifty white, mostly French, Italian, and fifty colored children. They were constantly "fighting and cussing" one another, and he rearranged them in separate rooms, but this was no better.

21. Ibid., p. 210.

22. The fourth teacher's name was not given.

He now felt that it was impossible to keep both races in the same school. This school was large enough to accomodate one hundred fifty (150) pupils.²³

On Ursuline Street, between Claiborne and Derbigny, was a school known as Bertrand Aggeret's School. He was white and the only teacher. There were twenty-five pupils, boys and girls, whose parents paid fifteen dollars a month rent. He was decidedly in favor of mixed schools.

For this reason, the Committee thought that he was "influenced in his opinion by political feelings which manifestation of feelings lessens the weight of his opinion as a practical teacher."²⁴

Schools of the Third District

There was a free school for boys and girls on Poet Street between Love and Goodchildren. This school was called the "Eagle Free School",

23. Ibid., p. 210.

24. Ibid., p. 210.

and it was maintained by the "Post Home Colony Fund." Mrs. Henrietta Smith(white) was the custodian of this fund. The Freedmen's Bureau paid the rent, and furnished the books needed. This school's capacity was seventy, and the school was always full, with many on the waiting
25
list.

Mrs. Williams, the teacher, received fifty (50.00) dollars salary. She expressed the opinion that separate schools were better, and she was willing to accept a position with the Public School Board. Mr. Stoddard, General Superintendent of Schools, under the Freedmen's Bureau, felt that separate schools were best, but felt 'that it will be done eventually by political pressure.'

There was a school on Craps Street, of which Miss North was teacher. She was also willing to work for the School Board, saying that separate schools were advisable, and that "colored parents
26
generally desire it."

Mr. Lanuse, principal of the school on Dau-

25. Ibid., p. 241.

26. Ibid., p. 212.

phine near Union Street, refused to give any information to the Committee. He said that "he did not recognize the present Board of School Directors."²⁷

He told them to see Mr. Nelson Pavageaud, a director of the City colored schools. The Committee thought Mr. Pavageaud was a "very sensible and intelligent colored man."²⁸ This school, he said, had one hundred fifteen pupils with five teachers, of whom there were three males and two females. It could not be incorporated because it was established by a will on condition that it remain an independent school. The principal received thirty-five dollars per month. His opinion on the question of mixing the two races was,²⁹

That he considered this movement quite premature, and that the march of events did not authorize the taking of this step. To do so would be doing great harm to both systems.

Later, the plan might be feasible, but at present he thought it would be the worst

27. Ibid., p. 212.

28. Ibid., p. 212.

29. Ibid., p. 212.

thing that could be done, and, therefore, he would strenuously oppose it. He would like to see all prejudice obliterated, and the children of both races harmoniously studying and learning side by side.

This school was maintained by contributions from individuals. The State Legislature had also appropriated a sum of money towards its upkeep.

Schools of the Fourth District

On Fulton and St. Mary Streets was located the General Mower Free School, under the supervision of the Bureau, but maintained by the fund of "Post Home Colony Fund." There were two white teachers, Miss St. Warren, principal, and Miss E. McBride, assistant. The enrollment was limited to one hundred forty, and the school was free. Persons were daily making application to have their children admitted. The Bureau furnished books and paid the rent of the building. The teachers both agreed that separate schools
30
were advisable.

30. Ibid., p. 212.

At the corner of Fulton and Jackson Streets was located the General Fulton School for both boys and girls . The Freedmen's Bureau supplied the books and paid the rent, but it was not a free school. Pupils paid one dollar and fifty cents each month. Miss M. J. Williams, colored, who was educated in Orange, New York, was the only teacher, because there were only twenty-five pupils. She had given little thought to the question of bi-racial schools and was not prepared to discuss it.³¹

The last school visited by this special Committee on Schools was located on the corner of First and Dryades Streets. There was a colored teacher, Mrs. Williams, in charge. The enrollment was forty pupils, each of whom paid a tuition of one dollar and fifty cents per month. The Educational Department of the Bureau supervised this school. She, like the majority of the colored teachers, felt that the races should

31. Ibid., p. 212.

not be mixed in the same school. She had
 "noticed distinction made in the school even
 between the light colored and the black.³²

When this Committee presented its report to
 the School Board, Mr. Sambola offered the follow-
 ing resolution, which was adopted:³³

Resolve, that the Committee
 heretofore appointed upon Schools
 for Colored Children be authorized
 to make the necessary arrangement
 for opening immediately schools
 throughout the City for the edu-
 cation of children, on the basis
 proposed by the Committee in their
 report.

After the above resolution was passed, the
 Committee divided itself into sub-committees,
 and they began to set in motion the necessary
 machinery for the opening of the colored schools.
 On October 17, 1867, a notice was published in
 the daily papers relative to securing teachers
 for these schools. The notice requested that all

32. Minutes of the Orleans Parish School Board of
1865-1869, Sept. 11, 1867, p. 213.

33. Ibid., p. 213.

such persons register their names and that examination would take place on Saturday, the 21st. On that day there were thirty-three white and colored persons who took the teacher's examination. On the 28th another examination was held by the Committee on Teachers.³⁴

Of the many who applied, several had diplomas or certificates. These were not required to take the examination. After the first two publications in the papers, ninety applied. Of these forty-seven were required to take the test and six out of forty-seven passed successfully.³⁵

On the twenty-fifth, the Committee published a notice relative to the rental of suitable buildings.

Within three days time, many buildings were offered from all districts. In the Fourth District the schools were delayed a few days because a gentleman of that district was to help them and

34. Ibid., p. 219.

35. Ibid., pp. 219-220

he was sick. There were five buildings under the Bureau from which they planned to choose. In the First District several buildings were offered, but the rents were too high. They decided then to lease the building on the corner of Robertson and Customhouse Streets. This building was in the name of Van Wickle and Company, who wanted two hundred dollars rent per month. They estimated, with necessary repairs, this building could accomodate six hundred pupils. On this site they planned to make a boys' school for the First and Second Districts "to include all that portion of the City between the south side of the new canal and the north side of Canal, Carondelet and Rampart Streets and the lake."³⁶

The second site was at 243 Rampart Street, belonging to Mr. J. Benjamin, who wanted one hundred dollars rent per month. This building was suitable for three hundred fifty pupils. This they proposed to make a girls' school, as the

³⁶. Ibid., p. 220

Committee decided to have separate schools for the sexes "when practicable."³⁷

There were several buildings examined in the Third District.

In the Second District "a dozen or more buildings were offered. They planned to choose the best as regards location, ventilation, light and comfort."³⁸

On October 9, 1867, the Board of Directors were given the power to appoint teachers to maintain and "support such schools for colored children, and seventy thousand dollars was appropriated for the support of the Public Schools of the City during the current year."³⁹

Certificates were given to teachers who qualified by the examination to teach in the colored schools.⁴⁰

37. Ibid., p. 221.

38. Ibid., p. 221.

39. Ibid., p. 224.

40. Ibid., p. 224.

On October 9, 1867, the following resolution
relative to electing an Assistant Superintendent
41
was passed:

1. Resolved to elect an Assistant Superintendent of Public Schools, whose duty it shall be to assist the Superintendent in the discharge of his duties and more particularly in the organization and management of the schools about to be opened for colored children.

2. That he shall act under the orders of the Superintendent, performing such other duties as from time to time be required of him by the Superintendent, when the Superintendent may be absent or unable to act.

3. Resolved that the salary of the Assistant Superintendent be fixed at twenty-four hundred dollars per annum, but this was amended to three thousand dollars.

The first Assistant Superintendent of the colored schools was Professor Alexander Dimitry,⁴² who was born on February 7, 1805, in New Orleans, and died on January 30, 1883. He was the first State Superintendent Of Public Education, having

41. Ibid., pp. 225-226.

42. Minutes of the Orleans Parish School Board for the years 1907-1909, p. 177.

been commissioned by Governor Isaac Johnson May 5, 1847 and later, in 1867, elected Assistant Superintendent of City Schools.

On November 6, 1867, the following payroll of the colored schools was reported:⁴³

Salaries of Teachers.....	\$ 593.60
Rent of Schoolhouses.....	394.70
School Books	2002.43
Repair on Schools	750.00
Supplies, etc.	101.50
Total amt. to Oct. 31st.....	<u>\$3842.23</u>

Mr. Thierreman, Chairman of the Committee on Colored Schools, at the meeting on November 6, 1867, made the following report:⁴⁴

The following schools have been opened for the education of the colored children, and are now in successful operation:

(1) At Customhouse and Robertson Streets a school for boys in the Second District was opened. There were 160 pupils on roll and 7 teachers.

(2) The second school for girls was at Howard and Cypress Streets. There were 162 pupils and four teachers. This was a school in the First District.

43. Ibid., p. 227.

44. Ibid., pp. 227-234.

(3) Another school for girls on Rampart between Ursuline and St. Philip Streets in the Second District was opened. There were 121 pupils and three teachers.

(4) School for boys and girls on Sixth Street in the Fourth District had 90 pupils enrolled and two teachers.

(5) On Appollo Street, also in the Fourth District, was another school for boys and girls. There were 10 pupils and two teachers.

(6) School for boys and girls on LaHarpe Street, between Roman and Prieur Streets. This was in the Third District. There were 68 pupils and two teachers.

(7) On Roman between LaHarpe and Columbus Streets, Third District, a school for girls was opened. There were 41 children. One teacher, Miss Lizzie Walsh, was in charge of this school. She, however, reported to Miss North, principal of the LaHarpe School.

(8) School for boys was established on Chartres Street between Esplanade and Peace Streets. This was a Third District School. There were 60 on roll. Miss A. Kilgrove was the principal.

(9) Another school of the Third District for girls was on the corner of Goodchildren and Union Streets. The teacher of

this school, Miss M. H. Williams, reported to Miss Kilgrove. There were 27 girls enrolled.

(10). On Common Street near Claiborne, First District, was a school about to be opened, with Miss Cornelia Clarkson as principal.

(11) Another to be opened soon was on Poet Street, also of the Third District. This school was in a colored church. There were 70 pupils. Mrs. Henrietta Smith was principal.

(12) On St. Ann between Royal and Bourbon Streets, in the Second District, a large brick building was rented, but it was not to be completed until the 15th of the month. This was to be a boys' school for that district.

In the twelve schools cited, there were 739 pupils attending and the number was increasing daily.

A delegation from this Committee on Colored Schools met with First Lieutenant J. W. Lee, 39th., U. S. Infantry, Acting General Superintendent of the Educational Bureau, and Mr. E. S. Stoddard, City Director of Freedmen's Schools, at their headquarters at 154 Julia Street, and the result

of this meeting was that the Bureau agreed to transfer all the schools that they established to the Board of Directors of the Schools of the City of New Orleans. The Committee accepted all the teachers, also, on condition that those who needed to take the examination would do so, and thus qualify under their rules governing the admission of teachers to the City schools. The Bureau offered to let the Public Schools have "their furniture and other apparatus, upon written receipt, with the obligation to return the same when called for by proper authority."⁴⁵

Thus the Freedmen's Bureau was relieved of⁴⁶
 "the labors and expenses of these colored schools".⁴⁷

By this agreement, the Board assumes the entire charge of eleven Primary Schools for the Education of Colored Children of both sexes, in addition to the nine previously established by your Committee.

45. Ibid., p. 236.

46. Ibid., p. 246.

47. Ibid., p. 251.

There were now in existence twenty schools for colored children, and about 1,000 pupils attending them. All were classified as primary schools. The salaries paid these teachers in some instances appeared high in comparison with teachers teaching white children under the same conditions, but,⁴⁸

They considered the arduous duties and exhausting labors attending the management and shaping of such schools material to emerge from a dim intellectual capacity to the effulgence of enlightenment, if such be practicable, except in a few instances, as entitling the self-sacrificing teacher to a liberal remuneration.

For the remainder of 1867, the schools progressed as was expected, but in 1868 much confusion arose as to Negroes attending white schools. Some of the confusion was caused in reality by the fact that in many cases it was difficult to tell who was white and who was colored. Nevertheless, whenever there was the slightest suspicion of doubt as to the

48. Ibid., p. 253.

"status" of the child, an investigation was made. In one case, a white principal was dismissed because she allegedly "betrayed the trust" invested in her for having children of color in a white school.

The Louisiana Constitution of 1868 inaugurated a new policy in education. Henceforth, public education in Louisiana was to be free to all without distinction as to color, race, or
50
previous condition:

Art. 135. The general assembly shall establish at least one free public school in every parish throughout the State, and shall provide for its support by taxation or otherwise. All children of this state between the years of six and twenty-one shall be admitted to the public schools or other institutions of learning sustained or established by the State in common, without distinction of race, color, or previous condition. There shall be no separate schools or institutions of learning established exclusively for any race by the State of Louisiana.

49. Ibid., p. 322.

50. Benjamin Wall Dart, et al, Constitution of the State of Louisiana and Selected Federal Laws, Indianapolis: The Bobbs-Merrill Company, Publishers, 1932, p. 565.

Art. 136. No municipal corporation shall make any rules or regulations contrary to the spirit and intention of Article 135.

Notwithstanding this constitutional provision, the New Orleans Board of Education on June 2, 1868, passed a resolution preventing colored children from attending schools with white children, and all those "smuggled" into white schools were to be transferred to schools designated for them by the Board. Consequently, the schools in New Orleans continued to be listed as colored and white schools.

In the Annual Report of the State Superintendent for 1868,⁵¹ fourteen schools are listed for colored; and, in 1869,⁵² there are sixteen. In 1870, however, the report of the State Superintendent listed all schools including the schools in New Orleans without any reference to the racial identity of the pupils.

51. Annual Report of the State Superintendent of Public Education for 1868, p. 28.

52. Annual Report of the State Superintendent of Public Education for 1869, p. 78.

53. Annual Report of the State Superintendent of Public Education for 1870, p. 117.

After June 30, 1872, the educational department of the Freedmen's Bureau was discontinued because a better relationship existed between the races.⁵⁶ In the State Report for 1872 there were no distinctions indicative of separate schools. State Superintendent, Thomas W. Conway, in his address, stated that the school system was progressing rapidly and the "people have become quite unanimous in the opinion that education is a good thing for all, both black and white, rich and poor."⁵⁷ There were others who felt that mixed schools were not desirable; for example, W. Jasper Blackburn, of Claiborne, said he was in favor of Negro education but was definitely opposed to mixed schools.⁵⁸

Despite conflicting opinions the State continued to operate the public schools in accordance with the provisions of 1868, and although the schools may have continued to be predominately

56. Sherman, *Op. Cit.*, p. 92.

57. Report of the State Superintendent of Education for 1872, p. 15.

58. Ibid., p. 49.

colored in some cases, in others predominately white, as far as the State was concerned there was no segregation. Educational data were given for the public schools, as such, and not for a system of schools operated on the basis of racial groups. Hence, it is that during this period the history of public education for the colored in New Orleans is necessarily indefinite and little information can be gleaned from public educational documents of the city or the state.

59

This policy continued through 1873 and thereafter until 1877 when the reports again begin to indicate a bi-racial system in education.

The restoration of the dual system in New Orleans was probably hastened by the fact that colored pupils were now ready for higher education and desired to enter the public academies. When Superintendent Boothby announced the schedule for high school entrance examinations in December, 1874, a group of colored girls applied for the examination. Their appearance

precipitated a terrible conflict which renewed the determination in New Orleans to maintain strictly separate schools for colored and white.⁶⁰

The scenes witnessed from the fifteenth to the eighteenth of December, 1874, will ever be remembered as a disgrace to the high standard of civilization claimed by the law-abiding citizens of this City, and we hope the future will never witness the occurrence of similar events.⁶¹

The indignation of the citizens of New Orleans was voiced in a public meeting in 1875 which was held in Lafayette Square to criticise the conduct of the School Board. The charges were "immorality, mal-administration and in-competency as an organization."⁶²

The Board denied these charges on the grounds that they were not true and that it had conducted schools in New Orleans for five years. It further stated:⁶³

60. Annual Report of the State Superintendent of Education for 1874, p. 21.

61. Annual Report of the State Superintendent of Education for 1875, p. 149.

62. Minutes of the Orleans Parish School Board for 1875-1877, p. 97.

63. Ibid., pp. 97-98.

The board has no power of impeachment of its members. They are appointed by the State Board of Education and may be removed by that Body for cause. We, therefore, respectfully suggest that in this regard you have sought the wrong jurisdiction.

As a result of this controversy and renewed agitation on the part of the white populace the public authorities quietly reverted to the earlier system. In 1877, in the reports both of the City and State officials, separate statistics for white and colored schools again appear.

In the organization of the school, it was decided in 1877 that the Schools were to be called "High Schools", "Grammar Schools", Class A and B, 64 "Primary Schools", A and B.

In pursuance of the determination strictly to enforce bi-racial education, a special committee was appointed on June 6, 1877, to investigate conditions of the schools.

On June 22, 1877, the following report was made by Mr. Archibald Mitchell, Chairman of the

64. Ibid., p. 36.

Committee:

Personal observation and universal testimony concur to establish the fact that Public Education has greatly deteriorated since Colored and White children were admitted indiscriminately into the same schools. The evils which have arisen are three-fold:

From many of the schools the turbulent spirit of the white boys has partially, and, in some cases, entirely excluded colored children from all the benefits of public education.

A large number of that class which is most benefited by public education have been practically excluded because of repugnance on the part of their parents to permit their children to mingle socially with another race.

The greatest drawback upon the efficiency of those of our public schools arises from the impossibility of maintaining discipline without exercising a degree of severity that would greatly impair ability. With undue severity school becomes a hateful prison and study repulsive from association. The constant antagonism exhibited in quarrels, bickerings, and dissension between pupils of the different races, both inside and outside of the school, that ostracism--attended with humiliation--which one race inflicts

upon the other, which cannot be remedied by the best of teachers, convince your Committee that separate schools would promote better education.

Our Committee, therefore, unhesitatingly recommends separate schools for the two races, in which each shall receive precisely the same opportunities of obtaining an equal education.

The Superintendent, in his report on December 5, 1877, stated that the races had been separated in all the schools, except in the Rampart and Bayou Road Schools, where the process was still going on. There were at this time twenty-four colored schools and 109 teachers. When the St. Peter School for boys and the Orleans School for girls were opened, the Claiborne School became a white school only.

At a meeting of the Board, in October, 1877, a resolution was adopted to establish the Academic Department No. 4, a high school for colored. The school was in charge of Mr. Edmunds, formerly connected with Central High School. In 1878, the

⁶⁶66. According to State documents this school was located on Hospital and Royal Streets. It was established for mulatto children only. Louisiana State Documents for the year 1877, p. V.

Academic No. 4 and the Hospital School were consolidated into one, the Alce, at 183 Rampart Street.⁶⁷

SUMMARY

The schools of the Freedmen's Bureau played a large part in shaping the lives of the Negroes immediately following the Civil War. Some of these schools were free but in many the parents of the children were obliged to pay tuition fees. But the constitution of the State declared that there should be free education provided for all children. Hence, efforts were made to instruct Negro children at public expense.

The first record dates from April 3, 1867, when the resolution was adopted to open schools for colored children. A committee investigated the Bureau Schools and other private schools already in existence and gave a report as to which could easily be incorporated into the school system.

67. Minutes of the Orleans Parish School Board,
for the year 1877-1878, p. 263.

Plans were set in motion and owing to the increased duties of the Superintendent, Mr. Alexander Dimitry was elected first Assistant Superintendent of the colored schools.

In accepting the Bureau Schools, the Committee on Schools accepted all the teachers, also, on condition that those who needed to take qualifying examinations would do so.

Although the State Legislature of 1868 did not call for separate schools, the attempt to force Negroes to attend the separate schools designated for them was made from the beginning. From 1868 on there was considerable confusion and strife because some Negroes continued to attend white schools.

In the organization of the schools it was decided that they be designated as Grammar and as Primary Schools.

PART II

DEVELOPMENT OF THE CITY SCHOOLS
FOR NEGROES TO 1915

In the preceding sketch which outlines the beginnings of the public schools for Negroes in New Orleans, their development was followed in a purely chronological order. However, with the further advance of these schools, distinct problems begin to emerge and can be conveniently treated under several aspects: physical plant or housing facilities, personnel problems, the policy of the Board regarding Negro education and the preparation and certification of teachers in Negro schools.

1. School Buildings

It is interesting to trace the evolutionary process of the housing facilities of these early colored schools. Some of the first schools were conducted in buildings hardly worthy to be dignified by the term "school", and numerous churches were from time to time used. However, with the

beneficent gifts of the worthy and generous John McDonogh and other civic-minded individuals, school monuments have been erected that are worthy of their munificent donors. The majority of the first schoolhouses were rented or leased, but later the City discovered that it was far better economy to own their own school properties because rentals and leases often entailed troublesome problems and were not always dependable.

It is needless to mention here the process by which the Board decided upon these early sites, because that information is discussed at length in Part I of this chapter. The aim of this section is to show the growth and expansion of these schools from the end of the Reconstruction to 1915. These buildings may be conveniently divided into two groups: (1) temporary schools which existed for a while and later were merged with others or passed out of existence entirely and (2) permanent structures which were still in existence in 1915.

The first public schools belonging to the City school system progressed rapidly, and the

enrollment steadily increased. In 1881, the Board decided that the pupils of the Clio School would be transferred to the Fulton, Dryades, St. Andrew and Edmonia Schools, and some of the more advanced pupils would likely go to the new Southern University in Calliope Street.⁶⁸ On August 24, 1881, the Rampart School No 2 was moved to Bayou Road and Derbigny Streets⁶⁹ and on October 5, of the same year, the Summer School was transferred to the old Fisk building. There are no records for Summer School after this date.⁷⁰

By 1887, the following colored schools had been established according to districts:⁷⁰

District	School	Type	Teachers
1	Fisk	Boys	6
1	Fisk	Girls	6
2	Robertson	Both-Primary	3
2	Bayou Road	Boys-Grammar B	5
2	Claiborne	Girls-Grammar B	7
3	Marigny	Both-Grammar B	7
3	McCarthy	Both-Primary A	4
4	St. Mary	Both-Primary A	4
4	St. Andrew	Girls-Grammar B	6

68. Minutes of the Orleans Parish School Board for the years 1879-1882, p. 187.

69. Ibid., p. 256.

70. Ibid., p. 256.

71. Minutes of the Orleans Parish School Board for the years 1887-88, pp. 108, 109, 114.

District	School	Type	Teachers
5	McDonogh #5	Both-Grammar B	7
6	McDonogh #6	Both-Grammar B	10
7	Short Street	Both-Grammar B	6

The Fulton, Dryades, Edmonia Schools are not included in the list above. It is assumed, therefore, that they passed out of existence before this date.

Although Southern University was a State school, it received the promotions from the City schools upon their recommendations. For example, on November 14, 1887, there were ninety-eight(98) pupils ready to be transferred to the Southern University from the seventh grade classes. These pupils were examined and the following enumeration shows the number admitted from each School:

School	No. Applicants	No. Admitted
Fisk(Boys)	10	10
Fisk(Girls)	20	18
Bayou Road(Boys)	4	3
Claiborne(Girls)	11	10
Marigny(Boys)	0	0
Marigny(Girls)	0	0
St. Andrew(Boys)	6	6

72. Ibid., p. 126.

School	No. Applicants	No Admitted
St. Andrew (Girls)	10	10
McDonogh #5 (Boys)	5	5
McDonogh #5 (Girls)	8	8
McDonogh #6 (Boys)	10	10
McDonogh #6 (Girls)	6	6
Short Street (BOYs)	4	4
Short Street (Girls)	4	4
	<hr/> 96	<hr/> 91

In the year 1889, there were 42 white schools and 13 colored.⁷³

St Mary Boys Primary A School was established about February 2, 1888. Its boundaries were Toledano, Franklin, St. Joseph and the river. Four teachers were assigned.⁷⁴ This school was taken over for white pupils in 1899.

By 1891, the Public School System had established the following colored schools:⁷⁵

1. Fisk--Grammar and Primary--corner of and Perdido Streets--7 teachers.
2. Robertson Primary--7 teachers.
3. Claiborne--Girls Grammar and Primary--corner Claiborne and St. Peter--7 teachers.

⁷³. Minutes of the Orleans Parish School Board for 1889-90, p. 179.

⁷⁴. Minutes of the Orleans Parish School Board for 1887-1888, p.

⁷⁵. Minutes of the Orleans Parish School Board for 1891-1897, p.

4. Bayou Road--Boys Grammar and Primary--
corner Bayou Road and Derbigny--6
teachers.
5. Marigny--Grammar and Primary--corner of
Marigny and Urquhart--7 teachers.
6. St. Mary--Primary--St. Mary near Fulton
--7 teachers.
7. Lawton--Cut Off Road--3 teachers.
8. McDonogh #6--Grammar and Primary--Camp
and Gerlin Streets--9 teachers.
9. McDonogh #24--Grammar and Primary--7
teachers.

In these nine schools sixty teachers were employed. On the other hand they had established 38 white schools and employed 288 teachers.

The St. Andrew and McDonogh 5 should have been included in the above tabulation because records show that in 1893 the St. Andrew had increased its teachers' roll to ten,⁷⁶ and in February of 1894 it was transferred into a new building on Felicity⁷⁷ and Clara Streets.

The Short Street School is not listed, so it must have been discontinued by this time.

76. Ibid., p. 381.

77. Ibid., p. 316.

4. Bayou Road--Boys Grammar and Primary--corner Bayou Road and Derbigny--6 teachers.
5. Marigny--Grammar and Primary--corner of Marigny and Urquhart--7 teachers.
6. St. Mary--Primary--St. Mary near Fulton--7 teachers.
7. Lawton--Cut Off Road--3 teachers.
8. McDonogh #6--Grammar and Primary--Camp and Gerlin Streets--9 teachers.
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76. Ibid., p. 381.

77. Ibid., p. 316.

80. Minutes of the Orleans Parish School Board for 1899-1902, p. 11.

81. Ibid., pp. 292-308.

In 1897, there were 13 colored grammar and primary schools with 105 teachers of whom 57⁷⁸ were colored.

The new school for colored at Tunisburg was ready on April 1, 1898, and Miss Alice O'Connor was appointed principal at a salary of seventy (\$70.00) dollars per month. She was given⁷⁹ three assistant teachers.

On September 29, 1899, the Committee on Schools reported that a school to replace the St. Mary's had been established as the First Street Colored School. All of the teachers who were transferred from Fisk and McDonogh No. 24 were colored. One new teacher was appointed⁸⁰ from the list.

By 1901, the number of white schools had increased to 55 whereas the colored had decreased⁸¹ to 12.

78. Ibid., p. 680.

79. Minutes of the Orleans Parish School Board for 1898, p. 265.

80. Minutes of the Orleans Parish School Board for 1899-1902, p. 11.

81. Ibid., pp. 292-309.

Meanwhile it was necessary to find temporary quarters for the Oleander School for the session 1913-14 because the Danneel would not be ready until the following April or May. A building at 3232-34 Burdette Street was rented for twenty-⁸² five (\$25.00) dollars per month.

Although this section deals with permanent buildings, it does not necessarily mean that these buildings are the original structures in which the schools started. In some instances this may be so; but, in many cases, the sites have been changed and the school, as that school, continued in the new location. In some instances, even the names have changed, but they are still regarded as the original school mentioned. With this in view, the following is a brief commentary of such schools.

Little need be said about Bayou Road School. It was one of the first schools for colored and it has remained throughout. Later, further reference is again made to it.

82. Minutes of the Orleans Parish School Board 1912-1914, p. 270.

On November 22, 1887, a new school for colored children called the Robertson Primary School located at Robertson and Bienville Streets was opened with one hundred thirty-five pupils and two teachers, but at the time when this record was made the number had increased to one hundred eighty.⁸³

On August 9, 1901, the Board decided to sell the old Robertson School under the provision that they would lease it for one year from the purchaser,⁸⁴ who paid cash.

The Committee on Schools decided on November 13, 1908, to name the new school the Bienville School, which replaced the old Robertson School. It was situated on Bienville Street between Claiborne and Derbigny Streets.⁸⁵

83. Minutes of the Orleans Parish School Board
1887-1888, p. 95

84. Minutes of the Orleans Parish School Board,
1899-1902, p. 329.

85. Minutes of the Orleans Parish School Board,
1907-1909, p. 365.

On October 5, 1881, the Fisk School was⁸⁶ moved to another schoolhouse on Common Street, but in 1888, this building was so much in need of repairs that tubs were used to collect the water when it rained because the roofs leaked so badly. There were so few desks and chairs that the children were forced to sit on the floor. Notwithstanding these handicaps, the teachers maintained excellent discipline, and the children, according to the visiting Committee, "seemed to be active and industrious while the teachers are⁸⁷ zealous."

In 1889, the Committee on Schools continued to send in requisitions for benches for the⁸⁸ children of Fisk School who were sitting on logs.

In December of the same year both the Fisk and Robertson Schools were in delapidated conditions. In the Fisk School, for example, there

86. Minutes of the Orleans Parish School Board, 1881-1882, p. 256.

87. Minutes of the Orleans Parish School Board, 1887-88, p. 256.

88. Minutes of the Orleans Parish School Board, 1889-1890, p. 69.

were "127 children huddled in a room 30'x8'xl6'⁸⁹
and the children sitting on the floor."

On November 14, 1890, Superintendent Easton made a statement concerning the delapidated Fisk School. He suggested, as a last resort, to rent a suitable building since the recommendation of the Committee could get no results from their numerous pleas.⁹⁰

On July 8, 1898, the decision was reached to consolidate the two Fisk schools under one principal.⁹¹

The colored people of the McCarthy School sent in a petition on March 10, 1899, asking that the McCarthy School be moved to the lower section since most of them resided there.⁹²

The McDonogh No. 6 School for boys and girls was located at Napoleon Avenue and Camp Streets.

89. Ibid., p. 174.

90. Ibid., p. 303.

91. Minutes of the Orleans Parish School Board for 1898-99, p. 140.

92. Ibid., p. 295.

It was a large two-story building with ten rooms, nine of which were occupied by nine teachers.

There was an enrollment of between 340 and 350⁹³ pupils.

On October 11, 1889, it was decided to move the colored children from the McDonogh No. 6 School building to a rented place and to give this building to the white boys from McDonogh No. 7 in order that the girls at McDonogh No. 7 could have more room to expand their departments.⁹⁴

Consequently, on November 9, 1889, the premises corner of Magazine and Roberts Streets, were leased for the McDonogh No. 6 School for colored.⁹⁵ However, the McDonogh commissioners promised these colored people a new school to be ready March 1, 1889, with accommodations "un-⁹⁶excelled" in the City.

93. Minutes of the Orleans Parish School Board, 1883-84, p. 38.

94. Minutes of the Orleans Parish School Board, 1889-90, p. 144.

95. Ibid., p. 157.

96. Ibid., p. 157.

Just about 1889, the people in Algiers were greatly in need of a school and Mr. P. S. Lawton of Algiers offered to the Board free of rent the use of a building for a school. So the Board readily made the necessary arrangements for white and colored Lawton Schools.⁹⁷

When the Lawton Colored School opened on April 1, 1889, there were forty-eight boys and forty-eight girls.⁹⁸

Later, the Committee on Schools recommended that the Lawton be purchased in order that a sufficient enlargement could be made to accomodate the increased number of children.⁹⁹

On January 10, 1890, the new McDonogh No. 24 School was turned over to the Board by the president of the McDonogh Commission, Mayor Joseph A. Shakespeare. This school was to be "designated¹⁰⁰ as the McDonogh-Booth School." because it was

97. Ibid., p. 26.

98. Ibid., p. 54.

99. Ibid., p. 23.

100. Ibid., p. 202.

constructed upon ground donated by Edward Booth with funds supplied from the McDonogh Fund. It was located in the Seventh District in Carrollton on Adams Street with side openings on Commercial and Pearl Streets.

In comparison with the other schools for colored, this one was described with pride thus: ¹⁰¹

The building is one story-- a handsome structure, the rooms are well lighted and well ventilated, the grounds ample and convenient, the outbuildings, Portress' lodge and sheds neat and well designed, the condition of a large school in appearance, comfort and sanitation being admirably preserved.

On April 25, 1898, the Thomy Lafon School opened with an enrollment of 625 pupils and more than 100 others had to be rejected because of insufficient room. ¹⁰² This new structure was used only two years for on the night of January 27, 1900, the Thomy Lafon School was completely destroyed by fire, and quarters had to be rented

101. Ibid., p. 202.

102. Minutes of the Orleans Parish School Board, 1898, p. 73.

On January 2, 1906, the primary school for colored known as the Fisk Branch, situated on Dorgenois between Gravier and Perdido Streets was opened.¹⁰⁶ This building was loaned to the Third Ward Educational Association, Colored, for Night School purposes three evenings each week.¹⁰⁷

While the colored children of the Fifth District (McDonogh 5) were waiting for their school to be built in 1905, they occupied the St. Matthews Methodist Episcopal Church building which the Board rented for six months at twenty-five (\$25.00) dollars per month.¹⁰⁸

In response to a petition coming from the colored citizens of the Third Ward asking for a school, the Board decided to rent a place called Granger's Hall at the rate of ten (\$10.00) dollars. They planned to open this school on January 2, 1905.¹⁰⁹

106. Minutes of the Orleans Parish School Board, 1903-1906, p. 425.

107. Ibid., p. 452.

108. Ibid., p. 545.

109. Ibid., p. 443. Orleans Parish School Board, 1907-1908, p. 218.

110. Minutes of the Orleans Parish School Board, 1908, p. 141.

In the Viavant School there was only one colored pupil. This pupil was transferred to the Lee Station School. Previously, when there were more colored children attending this school, both white and colored attended but at different times. At the time mentioned, one-half day was for white and one-half day for colored. Now all day could be devoted to the white students. It is indefinite how long the Viavant School lasted.

On July 8, 1898, a petition from colored residents asking for a school in the vicinity of Lee Station was rejected; however this request was eventually granted because in 1907 reference was made relative to a Lee Station School. In 1909, this school wrote asking the Board to rebuild their school which was destroyed by the storm of September 20, 1909. The matter was taken under consideration. Meanwhile school was held in the African Methodist Episcopal Church for which

110. Minutes of the Orleans Parish School Board, 1907-1909, p. 218.

111. Minutes of the Orleans Parish School Board, 1898, p. 141.

105.

112

the Board paid five (\$5.00) dollars rent a month.

The Lee Station was rebuilt and was still in existence in 1915 when this study ended.

On April 17, 1910, the Seventh Ward Colored Educational League sent in a petition asking for a school in the vicinity of Annette and Miro Streets. The League proposed to build its own school providing the Board would rent a building for a primary school until they would be able to build on their land. The Board accepted and

113

on September 25, 1911, the Miro School for colored was opened in the building leased from Mr.

114

Feitel at \$45.00 a month. The Committee on Schoolhouses was requested to rent the colored church opposite to be used because there was insufficient room to accomodate all who ap-

115

plied for admission.

On October 11, 1912, the Seventh Ward Educational League signed over to the School Board

113. Minutes of the Orleans Parish School Board, 1907-1910, p. 291.

114. Ibid., p. 356.

115. Ibid., p. 377.

six lots located at Miro and Annette Streets
petitioning the Board for a new Miro School to
be erected on this site.¹¹⁶

The school buildings, which housed the colored children, were more or less in poor condition, especially the Oleander, Fisk Branch, Bayou Road and Miro Schools. In fact, in 1913, the Superintendent requested the Commission Council to provide better facilities.¹¹⁷ Although nothing was immediately done about them, Superintendent Gwinn certainly tried to alleviate the conditions.¹¹⁸ In March of 1913 he said:

The Negro children seem to have been neglected in the provisions made for the proper housing of our school children and we cannot urge too strongly the necessity of providing new school buildings for them.

For some time the building inspector had been complaining about the Bayou Road School and on September 17, 1913, Dr. W. O. Rielly,

116. Minutes of the Orleans Parish School Board, 1912-1914, p. 16.

117. Ibid., p. 95.

118. Ibid., p. 125.

Chairman of the Board of Public Health, condemned the ground floor of it and the whole of the Fisk School.¹¹⁹ Suitable quarters were found for Fisk, but Bayou Road was repaired and used for several years longer.¹²⁰

Finally, on June 11, 1914, a site on Bayou Road and Derbigny Streets was purchased for the new Bayou Road School.¹²¹

The late Mr. Danneel had provided in his will for a colored school to be erected in the Fourteenth Ward; and, when the matter was referred to the Committee on Schools, Mr. Behrman wrote to the Board inquiring about this school.¹²² However, the Danneel School was erected during the school session of 1914-1915.

By 1915, there were in New Orleans the

119. Ibid., p. 274.
 120. Ibid., p. 275.
 121. Ibid., p. 530.
 122. Minutes of the Orleans Parish School Board, 1907-1909, p. 347.

123

following named schools:

- | | |
|-----------------|---------------------|
| 1. Bayou Road | 9. Lee Station |
| 2. Bienville | 10. Marigny |
| 3. Danneel | 11. Miro |
| 4. First Street | 12. McCarthy |
| 5. Fisk | 13. McDonogh No. 6 |
| 6. Fisk Branch | 14. McDonogh No. 24 |
| 7. Thomy Lafon | 15. McDonogh No. 32 |
| 8. Lawton | 16. Waifs' Home |

In these sixteen schools there were 8,736
124

children enrolled. These schools were poorly equipped and insufficient in capacity to comfortably house the number enrolled.

2. Personnel Problems

There were many problems confronting the School Board even after the movement for separate schools for colored children was well under way.

123. Compiled from the New Orleans City Directory for 1915, pp. 1443-44, and the New Orleans Directory of Schools, Official Record of the New Orleans School Board.

124. Report of the Louisiana State Department of Education, Public School Statistics, Session 1914-1915, Part II of the Biennial Report, Baton Rouge: 1915.

One problem which has caused continuous concern throughout this era was that of finances. On June 6, 1883, it became necessary to devise ways and means to curtail the ever increasing expenditures incurred as a result of the increasing numbers enrolled. A resolution was proposed that "no child under eight years of age shall be admitted as a pupil into the Public Schools of the City of New Orleans!"¹²⁵ However, this resolution was not adopted. Instead, they voted to delay opening of schools.

In the white schools, the teachers secured permission to open private schools in the school buildings until the schools were opened in December, but the colored schools remained closed

and were without instructors for that period of time.¹²⁶ In Superintendent William Rogers's report for 1883, he said that "the conditions of the public schools in the City was attracting wide-

125. Minutes of the Orleans Parish School Board for 1883-1884, p. 62.

126. Ibid., p. 72.

110.
127
spread attention!" This plan that the teachers had tried in 1883 by opening private schools in the public school buildings did not work out because only about one-third of the white pupils reported and no provisions were made for the colored. In the opinion of the Board members, this was a better plan than to use the "dishonest" one whereby the teachers would be promised their salary when they knew they could not pay; however, this plan did much to awaken public sentiment in favor of a more liberal provision for the support of the public schools. 128

Another outstanding problem was that of adjusting the teaching personnel in these schools. When the schools were opened, most of the teachers were white, but this was not an unusual or strange situation for two reasons; namely, first, several of these early schools were previously under the Freedmen's Bureau. When the Public School System

127. Ibid., p. 73.

128. Minutes of the Orleans Parish School Board, 1884-1886, p. 100.

incorporated them into its system, they, more or less, retained these teachers. This was likewise done where the teachers were colored. The second reason why the white teachers outnumbered the colored was because there were more white persons prepared to teach than colored persons. It is needless to recall that the Negro race had just been freed from slavery. However, there were many free persons of color who had received excellent education both at home under private¹²⁹ tutors, schools of their own, and abroad.

Thus, from the beginning, the teaching corps was a mixed one of both white and colored persons. This policy of employing teachers of both races continued until 1915 despite the fact that the Board as early as 1890 had announced a new ruling on this point.

On September 12, 1890, the Committee on Teachers in their report to the Board recommended that the Board announce that the future policy

129. Rousseve, Op. Cit., pp. 42-43.

would be "to substitute colored corps of teachers for white corps in the colored schools as rapidly as such a change can be made consistently with
130
the practical management of the schools.

One of the first schools to have an all colored corps of teachers was the McDonogh-Booth (McDonogh 24) School. The following teachers
131
were substituted for the white corps:

Miss Annie Lehman, Miss Laura Allain, Miss L. O. Bridges and Miss Louisa M. Johnson. Later the following were added: A. C. Priestly, principal, Mrs. A. B. Clark, Mrs. S. A. Gates, W. J. Lowes, Miss M. V. Riley, Miss J. Gaudet and Miss E. M. Williams.

The Committee recommended that when the new school in the Fourth District was opened that
132
colored teachers be assigned. They suggested
133
that it be named Thomy Lafon.

130. Minutes of the Orleans Parish School Board, 1889-1890, p. 273.

131. Ibid., p. 283.

132. Minutes of the Orleans Parish School Board, 1891-1897, p. 743.

133. Ibid., p. 776.

By 1898, there were colored corps of teachers assigned to the Fisk, McDonogh No. 24¹³⁴ and to the new Thomy Lafon Schools. Mr. A. P. Williams was principal of Thomy Lafon and Mr. A. C. Priestly was assigned as principal of McDonogh No. 24.¹³⁵

In December, 1899, the Committee on Teachers passed a resolution to institute the use of Cadet teachers. They maintained that this system was of untold benefit to the candidates. It appears that it was also quite a help financially to the Board because cadet salaries were far lower than those of teachers.¹³⁶

Not many colored candidates were appointed as cadets. Records mention that a cadet teacher resigned from the First Street School on November 9, 1906.¹³⁷ Another reference was made to the use

134. Minutes of the Orleans Parish School Board, 1898, p. 2.

135. Ibid., p. 2.

136. Minutes of the Orleans Parish School Board, 1899-1902, p. 38.

137. Minutes of the Orleans Parish School Board, 1909-1912, p. 377.

of colored cadets in 1911 when the attendance at the Bayou Road, Miro and McDonogh No. 24 Schools had increased so greatly that they were assigned to these schools at the salary of twenty(\$20.00)¹³⁸ dollars per month.

Although the Robertson and Bayou Road Schools were among the first colored schools established, it was not until March 13, 1903, that Mr. Albert P. Wicker, colored, was assigned as principal of¹³⁹ the Robertson School.

A few years later, on October 11, 1907, the Board decided to supply colored teachers in the Bayou Road and First Street Schools and to transfer¹⁴⁰ the white teachers to white schools.

In 1908, after the Board had begun to fill vacancies in colored schools with colored teachers, white teachers were appointed to the New McDonogh

138. Minutes of the Orleans Parish School Board, 1903-1906, p. 568.

139. Ibid., p. 69.

140. Minutes of the Orleans Parish School Board, 1907-1909, p. 139.

No. 32 School for Colored.

As late as August 26, 1915, there were still white teachers in the Colored Public Schools for it was on this date that the Board decided that the Lawton School would be given a colored faculty for the next term,¹⁴² and Mrs. Florence E. Chester, vice-principal of the Danneel Colored School, was made acting principal of the Lawton School.¹⁴³

Another problem with which the Board had to cope was that of dealing with petitions from both white and colored citizens. The following are a few petitions from colored citizens:

The patrons of the McDonogh No. 5 School sent in a petition asking for a corps of colored teachers. This communication was referred to the Committee on Teachers.¹⁴⁴

141. Ibid., p. 285.

142. Minutes of the Orleans Parish School Board, 1914-1916, p. 228.

143. Ibid., p. 239.

144. Minutes of the Orleans Parish School Board, 1891-1897, p. 787.

On May 14, 1897, Mr. Curtis presented a petition from a group of colored people asking for colored teachers in their schools. ¹⁴⁵

On October 8, 1909, the parents and children of the McCarthy School for Colored sent in a petition asking for colored teachers. ¹⁴⁶

Another problem was the salary question. In 1909, the colored teachers had the following salary schedule: ¹⁴⁷

Principal of:

Lafon.....	\$100.00
Fisk.....	90.00
Bienville.....	90.00
Marigny.....	90.00
Bayou Road.....	80.00
First Street.....	80.00
McDonogh No. 24.....	90.00

Assistants received:

1 year of service.....	\$ 30.00
2 years of service.....	40.00
3 & 4 years of service..	45.00
5 & 6 " " "	50.00
7, 8, 9 " " "	55.00
10 and Above " "	60.00

Vice-principal received \$5.00 extra each month.

145. Ibid., p. 703.

146. Minutes of the Orleans Parish School Board, 1907-1909, p. 591.

147. Ibid., p. 560.

In 1914, the salary schedule of colored female teachers was ten dollars less than that of the whites. Whereas the principals' salaries were even less equal than those of white principals.¹⁴⁸

3. The Policy of the Board Regarding Negro Education

In this section the writer will attempt to show what grades were taught in the Negro schools, when vocational work was introduced, the attitude of the administrative body toward juvenile delinquents, their attitude regarding the teacher training and all other administrative problems which depend upon the decision of the Board.

The philosophy underlying Negro education appears to have been a practical and utilitarian one. In the beginning, the colored schools had primary and grammar departments like the white elementary schools, but later on the Board decided that a primary education was sufficient.

148. Minutes of the Orleans Parish School Board, 1912-1914, p. 486.

In 1890, when civic organizations began to petition the Board to extend Negro education, the Committee on Schools recommended the discontinuance of the sixth, seventh and eight grades in the colored schools.¹⁴⁹ They gave the following reasons:¹⁵⁰

1. Colored pupils seldom go higher than the fifth grade.

2. The trend of education for the Negro to-day in the South is to make that education useful, thorough and practical as far as it goes, and to fit him and her for that sphere of labor and social position and occupation to which they are best suited and seem ordained by the proper fitness of things. This is the condition and the proposition throughout our Southern country to-day.

As a further means of curtailing expenditures in colored schools, the Board instituted the double session. This had been tried before this time in a limited way. The Superintendent in 1897 recommended double sessions in all colored schools where there were 90 to 100 pupils in the

149. Minutes of the Orleans Parish School Board, 1899-1902, p. 138.

150. Ibid., p. 138.

classes, and the afternoon session was lengthened
by one hour.¹⁵¹

The reaction of the colored citizens to the action of the removal of the sixth, seventh, and eighth grades was that on June 26, 1901, the colored citizens met in Wesley Chapel Church and drew up a petition which was submitted to the Board on June 28, asking that these grades be
¹⁵²restored.

After waiting in vain for seven years for the restoration of these grades, the colored people suggested a compromise petition. In 1908, they sent in a communication asking for the sixth, seventh grades to be added to at least
¹⁵³one school above and one below Canal Street.

In August of the same year, after countless petitions from parents requesting the restoration of the grammar grades,, the Board made

151. Minutes of the Orleans Parish School Board, 1891-1897, p. 771.

152. Minutes of the Orleans Parish School Board, 1899-1902, p. 117.

153. Minutes of the Orleans Parish School Board, 1907-1909, p. 252.

a resolution to restore only the sixth grade in schools "when and where conditions warrant." ¹⁵⁴

It is apparent, however, from the following statement that the sixth grade was restored as promised, because on February 1, 1913, the Board decided to provide in some manner for the children of the seventh and eighth grades who could not be accomodated at Southern University. ¹⁵⁵

The old question of children "not of the pure white race" attending schools for white children came up in 1898. Superintendent Warren Easton sent circular No. 20 to the principals of white schools. The results were turned over to the District Committees who were to make the investigations in each case so that the Board could notify these colored children to go to colored schools. ¹⁵⁶

154. Ibid., p. 308.

155. Minutes of the Orleans Parish School Board, 1912-1914, p. 92.

156. Minutes of the Orleans Parish School Board, 1899-1902, p. 11.

Miss M. Conway was elected the first supervisor of music of white and colored schools in 1898, and on September 28, 1900, Miss Julia E. Lewis was appointed Supervisor of Drawing in the Colored Schools at a fixed salary of sixty (\$60.00) ¹⁵⁷ dollars a month.

In order to satisfy the grievance of a white parent, who claimed that his child was not fairly graded, Superintendent Easton and the principal of a school agreed upon the following estimates ¹⁵⁸ of a pupil's work:

"E"	for	work	ranging	from	90	to	100%
"S"	"	"	"	"	75	to	90%
"U"	"	"	"	"	60	to	75%
"F"	"	"	"	below	60%		

These marks were adopted in 1908.

At this same meeting all principals having eight departments in their schools were relieved ¹⁵⁹ of teaching and were made Supervising Principals.

In 1910, the practice of holding combined

157. Ibid., p. 270.

158. Minutes of the Orleans Parish School Board, 1907-1909, p. 217.

159. Ibid., p. 500.

white and colored principals' meeting was¹⁶⁰
abolished.

In 1910, the Board decided to enforce the compulsory school laws among the white people, but no provisions were made for truant officers for the colored children.¹⁶¹

In Superintendent Warren Easton's report for March 11, 1904, he summed up the statistics¹⁶² on teachers thus:

Of 611 white teachers, 35 are teaching in colored schools, 66 colored teachers, 47 Kindergarten, 38 cadets, special teachers, 6 white and one colored.

On November 11, 1910, Mr. Joseph M. Gwinn succeeded the deceased Warren Easton as Superintendent of Schools in New Orleans.¹⁶³

In the report of December 13,¹⁶⁴ 1912, the president stated that

160. Minutes of the Orleans Parish School Board, 1907-1909, p. 237.

161. Ibid., p. 157.

162. Minutes of the Orleans Parish School Board, 1903-1906, p. 207.

163. Minutes of the Orleans Parish School Board, 1909-1912, p. 212.

164. Ibid., p. 45.

there were 87 day schools and 9 evening schools..Of these 73 are owned by the City school system, 14 are leased by the Board and 4 annexes are rented. 71 of the day schools are for white and 16 for colored. Of the 71 white schools, 3 are high schools; 68 elementary. Of the special classes for the whites there are: one teacher for deaf mutes, three regular and one manual training teacher at the white Waifs' Home, two teachers in the colored Waifs' Home on Metairie Ridge. There are 1,257 teachers, principals and supervisors. There are 23 Normal, 102 High, 125 Evening and 881 in the elementary, 100 in the Kindergarten departments. In the colored schools there are 151 teachers of which 31 are white because there are still four schools with white faculties.

From the above it may be observed that there was an increase of fifty per cent in the number of teachers in six years from 1904-1910.

The Society for the Prevention of Cruelty to Children in 1904 asked the School Board to supply a teacher for the Waifs' Home on Basin Street, which had replaced the former House of Refuge,¹⁶⁵

¹⁶⁵ 165. Minutes of the Orleans Parish School Board, 1903-1906, p. 297.

therefore, on November 2, 1904, the Board created a white school for boys under Miss Gertrude Johnson as teacher. 166

Two years later a similar request was made in behalf of colored children by the Louisiana Child Saving and Reform Society which applied for a teacher for the colored children in its care just as they had done for the white children of the Waifs' Home. The report was received but no action was taken at that time. 167

On June 10, 1910, the Board decided that the Schools in the Waifs' Home, white and colored, would be continued during the summer months. 168

In November of 1913, Superintendent Gwinn asked that lumber and tools be supplied to the pupils at the Colored Waifs' Home but he was "authorized to ask the Colored Educational League

166. Minutes of the Orleans Parish School Board, 1903-1906, p. 287.

167. Ibid., p. 464.

168. Minutes of the Orleans Parish School Board, 1907-1909, p. 132.

to supply the necessary materials for a start in
169
Manual Training."

The first Evening School for white people
was opened on November 2, 1904, but no equal pro-
vision for colored was even suggested at this
170
time.

The colored people, although they had tried
for years to get the Board to give them Evening
Schools, never gave up hope. The favor was
finally secured through the unselfish service of
Miss A. L. Bauduit, principal of the Danneel
Colored School, who was granted permission on
November 9, 1914, to conduct night classes without
cost to the Board except for the use of lights in
the school building.
171

The problem of equal school opportunities
for Negro children arose in the form of petitions:

169. Minutes of the Orleans Parish School Board,
1912-1914, p. 324.

170. Minutes of the Orleans Parish School Board,
1903-1906, p. 295.

171. Minutes of the Orleans Parish School Board,
1914-1916, p. 43.

On February 9, 1900, the Willand Women's Christian Temporal Union sent in a petition asking that the Kindergarten system be inaugurated in the colored schools. This petition was not granted.¹⁷² On May 11, 1900, another petition on this same matter came from the Board of Ladies, Mrs. H. S. Forsythe, president. This petition was received also but not granted.¹⁷³

Another administrative problem which had to be settled was that of the question of the changing of racial groups in communities. For instance, where there were colored schools in predominately white communities, the people petitioned the Board for these schools. A few petitions follow:

On March 10, 1899, the white citizens sent in a petition asking that the McCarthy School be enlarged and made a white school and that a

172. Minutes of the Orleans Parish School Board, 1899-1902, p. 74.

173. Ibid., p. 117.

school for colored be built in the lower portion of the ward.¹⁷⁴

On September 9, 1898, a group of white citizens presented a petition asking that the St. Mary's Colored School be made a white primary school. This matter was referred to the Fourth District Committee.¹⁷⁵

On July 14, 1899, the Board received another petition from the same group of white citizens asking for the St. Mary's School. Therefore, the Committee on Schoolhouses submitted the resolution that they be given the school and another suitable one either in the Tenth or the Eleventh Ward be rented for the colored school, and a corps of colored teachers be employed to conduct it.¹⁷⁶

The white residents of Algiers asked on November 11, 1904, that McDonogh No. 5 be con-

174. Minutes of the Orleans Parish School Board, 1898, p. 295.

175. Ibid., p. 167.

176. Minutes of the Orleans Parish School Board, 1899-1902, p. 3.

verted into a white primary grade school and that the colored people be given another school in the district. They suggested that the McDonogh Commissioners be prevailed upon to make the necessary appropriations.¹⁷⁷ Consequently, on May 12, 1905, the resolution was adopted to convert the McDonogh No. 5 School into a white school.¹⁷⁸

In 1910, the Colored Citizens were still appealing to the Board for Evening Schools, but to no avail.¹⁷⁹

On April 8, 1910, Mr. Joseph Kohn presented one thousand(\$1,000.00)dollars as a gift to the School Board to be used in "equipping an Industrial Center for pupils of the upper grades in industrial training." This was the beginning of the trade schools for whites because as long as the Southern University remained in New

177. Minutes of the Orleans Parish School Board, 1903-1906, p. 308.

178. Ibid., p. 361.

179. Minutes of the Orleans Parish School Board, 1907-1909, p.232.

180. Ibid., p. 108.

Orleans, The Board made no provisions for colored industrial training.¹⁸¹

As early as January 24, 1913, Mrs. Sylvania F. Williams, who was president of the Colored Teachers Association sent in a request for Trade and Industrial training for the colored children.¹⁸² This request was not granted.

On February 28, 1913, the same year, Reverend W. Scott Chinn presented a copy of the resolution passed by the Colored Inter-denominational Ministers' Alliance requesting on behalf of the teachers a Normal School in this City. They were promised that the Board would use "its influence to secure said Normal School."¹⁸³

During the year of 1913 the Board received several petitions. On July 2, 1913, the Mothers' Club of Southern University and Martin Marion asked for a colored high school since the Supreme

181. Ibid., p. 537.

182. Minutes of the Orleans Parish School Board, 1912-1914, p. 84.

183. Ibid., pp. 109-110

Court had closed the Southern University.¹⁸⁴ On July 11, John H. Guillaume, of the Guillaume College, requested that at least four schools be established for colored offering a full elementary course,¹⁸⁵ and on August 8, the Mothers' Club of McDonogh No. 24 asked that the seventh grade be added.¹⁸⁶ On August 27, a delegation from the American Civic and Protective League petitioned for a high school and some industrial training.¹⁸⁷ All of these petitions were received but no immediate action was taken.

In response to petitions for a high school, Governor Hall suggested on September 12, 1913, that the Board take over old Southern and pay the six thousand(\$6,000.00)dollars mortgage on it, but the Board refused saying that it was not in a position to establish such a school nor did it deem this site suitable.¹⁸⁸

184. Ibid., p. 200.

185. Ibid., p. 214.

186. Ibid., p. 242.

187. Ibid., p. 247.

188. Ibid., p. 269.

4. Preparation and Certification of Teachers

The first schools established by the Freedmen's Bureau were conducted by white and colored teachers many of whom seemed to have had opportunity for educational advancement in northern colleges. Two colored teachers worthy of mention were Mr. P. M. Williams, a graduate of Dartmouth College, and Miss E. G. Highgate, a graduate of Syracuse High School, New York. On the other hand, many appeared to have been accepted without much inquiry into their certification; however, with the growth of the school system, definite rules governing the necessary qualifications of both white and colored teachers were made. These rules were revised from time to time.

In the beginning, appointments of teachers were made more or less from the basis of competitive examinations, but after the establish-

189. Minutes of the Orleans Parish School Board, 1865-1869, p. 206.

190. Ibid., p. 209.

ment of the City Normal for white teachers in 1886, preference was given to graduates of this institution wherever two averages of white examinees were the same.¹⁹¹

These early examinations consisted of the following subjects; namely, Geography, Physiology and Hygiene, Nature Study, Penmanship, Music, Grammar and Composition, Arithmetic, Reading and Orthography, Professional,¹⁹² and Drawing.

A list of teachers eligible for appointment was compiled according to their average. The names of successful colored examinees appeared at the end of this list. Later, however, as the number of colored certified teachers increased in number, it appears that a separate eligible list was made of colored applicants.

One of the first resolutions passed was on September 10, 1875. It ruled that all persons holding certificates of Examination qualifying

191. Ibid., passim.

192. Minutes of the Orleans Parish School Board, 1899-1902, pp. 320-21.

193. Ibid., p. 319.

them to teach in the Academic Department were declared eligible to assignment without additional examination.¹⁹³

Several years later on October 5, 1881, the Board decided that the method of appointing colored teachers would be nomination by the Board at large. Previously, they were recommended for appointment by members of the district committees.¹⁹⁴

One year later, January 4, 1882, the Board ruled that until the number of colored teachers become sufficiently numerous to have an institute for them, "all newly elected teachers who were not graduates of the Peabody Normal School or who have not at least one year experience as teachers in our public schools shall be required to attend the annual session of Normal School before they are elected permanently by this Board."¹⁹⁵

193. Minutes of the Orleans Parish School Board, 1879-1882, p. 75.

194. Ibid., p. 281.

195. Ibid., p. 319.

196

The Peabody Normal School for Colored Students was situated on the corner of Royal and Hospital Streets. It was established as a free institution of learning for all graduates and teachers of either sex over seventeen years of age who desired to improve themselves in the art of teaching. It was under the capable principalship of Miss Julia Kendall. Her assistant was Mr. E. J. Edmunds, the Professor of Mathematics.

This institution was under the direction of a Board of Regents composed of the State Superintendent, six members of the New Orleans Board of Directors of the Public Schools and the Chief Superintendent of these Schools.

197

In March of 1888, primary certificates were issued to those colored candidates attaining an

196. This was a part time school. The hours were in the afternoon and on Saturday in order that teachers employed in the day could attend.

197. Annual Report of the Louisiana State Superintendent of Education for 1877, p. 325.

average of sixty(60%) per cent and grammar certificates for eighty(80%) per cent, but in regard to the matter of filling vacancies, the Committee recommended the adoption of the following resolution:

198
That the Committee on Teachers be directed to fill each vacancy which may occur in the corps of colored teachers by selecting the highest in a graded list which shall contain the names of all unemployed colored holders of teachers certificates and that the present list be altered until all have been appointed whose names stand therein with a mark of not less than 70%.

In the same year, for reasons best known to themselves, this Committee adopted the following resolution which seems to apply only to white teachers:

199
No teacher appointed to a colored school from said list will be transferred to a white school until all the candidates have been appointed whose names appear thereon with a mark of not less than 80%.

198. Minutes of the Orleans Parish School Board, 1887-1888, p.144.

199. Ibid., p. 144.

In December of 1888, the Committee on Teachers, headed by Mr. Kruttschnitt, raised the standards for both white and colored teachers as shown as follows:²⁰⁰

Any and all colored candidates, whose names appear upon said list of March 23, 1888, and who have obtained a mark equal to or exceeding 75, shall be exempted from any further examination and the certificate held by such candidates shall be declared a valid teacher's certificate, said candidate to rank upon any future list of colored candidates is now entitled upon said list of March 23, 1888.

Any and all white candidates, whose marks at the former competitive examinations, have been lower than 75 to stand re-examination in order to be eligible to teacher's positions, and no certificate shall be issued to any teacher so to be re-examined, unless said applicant, if a white person, shall have obtained a mark of at least 80, and if a colored person at least 75.

Thus first attempts were made to make certificates valid for life. This was no guarantee that their positions were for life but they were relatively secure so long as the teachers gave service and

200. Ibid., p. 270.

met the requirements demanded of them in their line of duty.

The question of minimum standards for Negro teachers fluctuated from seventy(70%) per cent to seventy-five(75%) per cent. In 1894, the standard for white teachers remained eighty per cent while for Negroes it was set at seventy per cent; in June, 1897, this same standard was reversed to seventy-five; and in June, 1898, it was again set at seventy-five as the Committee said: "candidates have attained a higher standard of preparation than formerly to qualify in positions in schools."²⁰²

Negro teachers were greatly in need of a Normal School to train prospective teachers. This may be readily gleaned from the results of two separate sets of examinations.

During the week of July 3, 1899, examinations were held for colored applicants who wished

202. Minutes of the Orleans Parish School Board,
1898, p. 114.

to qualify for teachers' certificates. Out of forty-seven candidates who were examined, only four passed successfully.²⁰³

The most surprising and disappointing feature of this examination was that forty-two were graduates as follows:

12 of Southern University;
1 of Leland University; 23 of
Straight University; 4 of New
Orleans; and 1 of Holy Family
Academy. Of the four who passed,
three were from Southern Univer-
sity and one had never had the
good fortune of graduating any-
where.

The Board was rightly indignant over this mass failure and as a measure to protect themselves from "trouble and expense of examining²⁰⁴ unfit and unprepared candidates" they notified these universities of the result of this examination.

The Board expressed^{itself} in the following²⁰⁵ manner:

203. Ibid., pp.342-343.

204. Ibid., p. 334.

205. Ibid., p. 333.

If our schools are to be placed in the care of colored teachers, we do now and shall always expect and exact preparation and qualification of a reasonably high character from applicants; and if we are to continue the education of the Negro, the work must be carried on in a practical manner and on lines that will benefit the Negro.

A similar situation occurred in 1901. This time there were twenty-one candidates examined, and only four passed. The results of this examination were as follows:

Eleven were from Straight, two from New Orleans, four from Southern, one from Leland. Of those who passed, two were from Straight University, one from Southern and one from New Orleans University. The highest average was 81.85 and the lowest in the group was 29.53. The Committee on Teachers felt that this was a grave disappointment.

Another ruling which helped to build up a good sound system was that of promoting teachers from one salary bracket to another. For example, a teacher desiring to be raised

206. Minutes of the Orleans Parish School Board, 1899-1902, pp.320-21

to the position of vice-principal or principal had to undergo a promotional examination. In March, 1908, records governing such examinations of colored applicants show that the minimum standard was lowered to make the passing mark a seventy-five(75%) per cent instead of eighty(80%)per cent, such ruling to become effective in the February examination of that year.²⁰⁷

There were many requests from teachers and petitions from civic-minded individuals asking for a summer normal school for the colored teachers. In 1912 such a request from the teachers to the Board was declined.²⁰⁸ However, on April 8, 1915, the New Orleans Colored Teachers' Association again sent in an appeal to the Board asking it to appropriate five hundred(\$500.00)dollars toward a Summer Normal for the colored teachers. This time the Board

207. Minutes of the Orleans Parish School Board, 1907-1909, p. 215.

208. Minutes of the Orleans Parish School Board, 1909-1912, p. 499.

decided to give two hundred and fifty(\$250.00) dollars but the Superintendent was authorized²⁰⁹ to work out the plans for this Normal.

The building to be used for this Normal School was offered free by the Straight University providing the Board would "guarantee against²¹⁰ injury to property and suitable janitor service." The Board accepted their offer and Superintendent Gwinn made Mr. Alfred Lawless director of this Summer Normal with Mrs. S. F. Williams, Mr. Thomas W. Sherard and Miss Hattie Feger as his advisory committee as well as faculty members. Another condition regarding this school was that all moneys for the support of the Summer School were to be turned over to the secretary of the Board, Mr. E. A. Williams,²¹¹ who in turn would pay out amounts upon the "requisition" of the Director.

209. Minutes of the Orleans Parish School Board, 1914-1916, p. 151

210. Ibid., p. 157.

211. Ibid., p. 163.

The Board reserved the right "upon the re-commendation of the Director and advisory committee to appoint with the approval of the Superintendent the remainder of the faculty." 212

The faculty of the first Colored Summer School(Normal) consisted of the following teachers: 213

Mr. Alfred Lawless.....	\$100.00
Director	
Mr. H. H. Dunn.....	75.00
Registrar	
Mr. L. B. Moore.....	150.00
Education, Psychology, and School Management(2 weeks)	
Mrs. I. M. Terrell.....	100.00
Music, Drawing and Primary Methods	
Mrs. Ada Sendors.....	75.00
Eng., Lit., and Grammar Grade Methods	
Mr. Samuel Taylor.....	75.00
School Management, Psyschology, and History of Education	
Mr. Lowell.....	75.00
Mathematics	
Mr. J. W. Hoffman.....	50.00
Nat. Study and Psychology	
Mrs. S. F. Williams.....	50.00
Civics and English	
Miss Hattie Feger.....	50.00
Geography	

212. Ibid., p. 163.

213. Ibid., p. 198.

Miss Leonie Bauduit.....	\$ 50.00
Arithmetic	
Miss Alexander.....	50.00
Playground Methods	
Mr. Henry Williams.....	45.00
Janitor	

This Summer School was supported by the
214
following sources:

Appropriation by the School Board....	\$250.00
Registration Fees(261 teachers).....	785.00
Jeanes Fund(Dr. Dillard).....	150.00
	<u>\$1185.00</u>

SUMMARY

With the growth of the separate system for Negroes, various problems began to arise. Problems on school buildings were those of finding suitable buildings and effecting agreeable leases or rental rates. Some of these schools were temporary and continued only for a period of years. Others were permanent buildings and were in existence in 1915.

Southern University, a State school, served to give higher education to all who were qualified

to attend. It was moved to its present site at the close of the 1913 session.

Another problem was that of selecting capable teachers. At first the majority of the teachers were white but as the number of colored people began to increase in preparing themselves to teach, there soon arose a problem of appointing them to positions.

In 1890, it was decided by the Board to substitute colored teachers in colored schools as the need would arise, but there were still white teachers in one colored school as late as 1915.

The policy of the Board in regard to Negro schools seems to have been a utilitarian one because in 1890 they abolished the sixth, seventh, and eighth grades on the contention that Negroes had no needs for such higher education.

As for the matter of adult education, the colored people tried for years to get Evening

Schools. In 1914, Miss A. L. Bauduit, principal of the Danneel School for Colored, taught gratis. The only cost to the Board being that of the cost of lights in the building.

The standard minimum for passing grades to qualify for a teachers' certificate for colored candidates fluctuated from 70% to 75%. It finally was fixed at 70% for a passing grade.

After many years of constant petitions to the Board both by teachers and citizens for a Normal school for teachers, the Board finally decided to agree to assist the teachers in establishing a Summer Normal in 1915.

The Sisters of Mount Carmel took over this school and managed it for several years.

The St. Louis School for poor orphans was organized in 1847 through funds provided by a Negro, Mrs. Bernard Couvent.

Immediately following the freeing of the slaves in 1863, the Freedmen Aid Societies of

SUMMARY

The earliest efforts to educate Negroes in New Orleans were made by the Capuchins and the Jesuits, two religious orders of men.

These good Fathers were not alone in their efforts for there was an order of religious women, the Ursuline Nuns, who instructed Negro girls and slave women.

Among other early efforts was that made by Miss Aliquot, a benefactress from France, who opened a school for free colored persons in 1825 near the site of the present St. Augustine Church. She was not able to continue so from 1831 to 1838 this school was under the Ursuline Nuns. Then the Sisters of Mount Carmel took over this school and managed it for several years.

The St. Louis School for poor orphans was organized in 1847 through funds provided by a Negro, Mrs. Bernard Couvent.

Immediately following the freeing of the slaves in 1865, the Freedmen Aid Societies of

the North, the various missionary associations, private individuals, and the Freedmen's Bureau established by the National Government, all worked to uplift and enlighten this unfortunate race of people.

Many outstanding schools, some of which were still in existence in 1915, were established by the Freedmen's Bureau or with its aid; such as, New Orleans, Straight, Leland, and Southern Universities.

The work of the Catholic Church was continuous throughout in its efforts for better education for Negroes. The Sisters of the Holy Family organized their first real girls' school in 1867 and have never ceased their activities. The Sisters of Perpetual Adoration opened their colored school, St. Francis, in 1874, and were devoted to this work for many years.

The Lutherans had six schools.

Private schools established by individuals worthy of note, which shall always be remembered,

were Gaudet Industrial and Normal School, the academy of Mr. Medard Nelson, and the business college of Mr. Guillaume.

There were hundreds of smaller one-teacher Catholic schools which gave instructions in Catechism and primary education. In fact, they were the forerunners of the modern parochial schools. These schools were conducted by both white and colored teachers of both sexes, and they deserve a separate niche in the annals of New Orleans education because they were an institution in themselves which served a definite end.

The Public School System began its movement to open schools for Negroes in 1867. The schools were begun in 1868 with eleven Bureau schools and nine other schools established by the Committee appointed on schools. Some of the early schools were conducted in all sorts of buildings, churches, houses, and the like. When the School Board became sufficiently organized, better and more presentable buildings were erected. Many of the

buildings were only temporary structures. Among the temporary schools were the Rampart, St. Mary, St. Andrew, Short Street, Viavant, Claiborne, Oleander, McDonogh No. 5, and others. Among the permanent schools were the Fisk, Bienville, Bayou Road, Marigny, McDonogh No. 6, Lawton, McDonogh No. 24, Thomy Lafon, Danneel, McCarthy, Lee Station, Fisk Branch, and Miro.

The problem of certification of teachers was a precarious one. Teachers were appointed on the basis of competitive examinations. The minimum standard for a passing average fluctuated from seventy to eighty per cent and finally settled at seventy per cent. All promotions to vice-principalships and principalships were also determined by special examinations.

Salaries were exceedingly low. Finances were in an uncertain state. Cadet teachers were used and were an aid financially to the Board because salaries which the cadets received were very small.

The policy of the Board seemed to have been a practical and utilitarian one. Hence, the school system expanded slowly with the result that in 1915, there were only sixteen elementary schools in the colored division with an enrollment of 8,736 children. Of these schools, only Thomy Lafon had facilities for giving instructions in sewing and carpentry. There were no provisions made for public instruction on the high school level.

Thus we see the educational opportunities for Negroes in New Orleans developed gradually and from small beginnings. The earliest efforts in their behalf were made by religious orders of men and women inspired by the highest supernatural motives and risked much to instruct not only free people of color but also the children of slaves. After the abolition of slavery, the State declared that education was to be free to all who desired it. Consequently, the Public School System in New Orleans began to make its first attempts at public instruction for Negroes.

At first the public schools for colored and white children were separate; and, in spite of the Constitutional decision of 1868, which declared that no child because of race, color, or previous condition, could be barred from any public school, the schools continued to remain predominately either white or colored. Moreover, racial hatred and prejudice on the part of the white citizens of New Orleans forced the Board to adopt a policy of separate schools in which equal opportunities were to be offered to both racial groups alike. However, this policy was carried out only in part for schools allocated to the colored up to 1915 were few in number and inadequate in size and equipment.

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1880-1884	1900-1901	1911-1912
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1865-1869*	1883-1884	1900-1902
1862-1871	1884-1886	1903-1906
1871-1878	1887-1888	1907-1909
	1909-1912	
	1912-1914	
	1914-1916	

* The question relative to the opening of
Negro schools begins in this volume.